

Memorandum

To: General Faculty

Date: March 23, 2016

Regarding: Agenda, Faculty Senate Meeting, March 25 at 3:00 p.m., TLC 1-203

The agenda for the March 25, 2016 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for February 26, 2016 (see [Addendum I](#))
4. Committee reports

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

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

A) College of Arts and Humanities

1) English and Philosophy Department

- a) [FILM 1000 Georgia Film Academy I](#)
Request: Add
- b) [FILM 2000 Georgia Film Academy II](#)
Request: Add
- c) [PHIL 3230 Islamic Thought](#)
Request: Add
- d) [Minor in Religion](#)
Request: Modify
- e) [Bachelor of Arts with a Major in Philosophy](#)
Request: Modify
- f) [Bachelor of Arts with a Major in Philosophy, Pre-Law Track](#)
Request: Modify
- g) [Bachelor of Arts with a Major in Philosophy, Religion Track](#)
Request: Modify

2) History Department

- a) [HIST 4232 The Enlightenment](#)
Request: Add
- b) [HIST 4235 France Before the Revolution](#)
Request: Add
- c) [HIST 4414 French America](#)
Request: Add
- d) [Bachelor of Arts with a Major in History, Secondary Education Concentration](#)
Request: Modify

B) College of Social Sciences

1) Department of Political Science and Planning

- a) [Bachelor of Science with a Major in Organizational Leadership](#)
Request: Add
- b) [ORGL 2050 Communication for the Workplace](#)
Request: Add
- c) [ORGL 3000 Reflective Seminar I: Self as Learner](#)
Request: Add
- d) [ORGL 3050 Reflective Seminar II: Self in Context](#)
Request: Add
- e) [ORGL 3200 Introduction to Organizational Development](#)
Request: Add
- f) [ORGL 3400 Technology for Organizations](#)
Request: Add
- g) [ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation](#)
Request: Add
- h) [ORGL 4690 Organizational Leadership Capstone](#)
Request: Add
- i) [ORGL 4900 Organizational Internship](#)
Request: Add
- j) [POLS 4218 Project Management in the Public Sector](#)
Request: Add

- k) [POLS 4219 Public Human Resource Management](#)
Request: Add
 - l) [POLS 4220 Administrative Law and Government](#)
Request: Add
 - m) [POLS 4221 Government Organization and Administration](#)
Request: Add
 - n) [POLS 4860 Special Topics](#)
Request: Add
- 2) Department of Mass Communications
 - a) [COMM 2285 Special Topics](#)
Request: Add
 - 3) Sociology Department
 - a) [SOCI 3742 Political Sociology](#)
Request: Add
- C) College of Science and Mathematics
- 1) Dean's Office
 - a) [STEM 3815 Perspectives on Sciences and Mathematics](#)
Request: Modify

Information Item:

- A) Cale Self will be chairing the Undergraduate Programs Committee again next year.

Committee II: Graduate Programs Committee (Dawn McCord, Chair)

Action Items (see [Addendum III](#)):

- A) College of Social Sciences
 - 1) Department of Political Science & Planning
 - a) [POLS 6210 Disaster Management](#)
Request: Add
 - b) [Masters in Public Administration—Certificate in Disaster/Emergency Management](#)
Request: Add

B) Richards College of Business

- 1) [Master of Business Administration \(MBA\)](#)
Request: Modify

Information Items:

- A) [Post Baccalaureate Initial Certification \(Nondegree\)-French](#)
Request: Deactivate
- B) [Post Baccalaureate Initial Certification \(Nondegree\)-Spanish](#)
Request: Deactivate

Committee IV: Academic Policies Committee (Shelly Elman, Chair)

Action Items (presented by Emily McKendry-Smith):

A) Proposed changes to student evaluations for online courses:

Under Student-Centered Questions:

1. Question 2: I regularly attend class.
Change to:
Question 2: I check my online course at least two times per week.
2. **Delete Question 3: I was punctual.**
3. **Add to Student-Centered Questions:**
I have consistent access to the technology required for this course.

Under Instructor-Centered Questions:

1. Question 8: The instructor is receptive and responsive to the sharing of ideas during class discussions.
Change to:
The instructor is receptive and responsive to the sharing of ideas during online discussions.

Change the timeframe the student evaluations for online courses are available to end a week earlier than what is currently happening.

1. For example, student evaluations for online courses should be closed during finals week, rather than after finals week as is the current practice for face-to-face course student evaluations.

Information Item:

- A) Emily McKendry-Smith will be the Academic Policies Committee Chair in the 2016-2017 academic year.

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

Action Items (see [Addenda IV](#) and [V](#)):

A) Changes to Faculty Handbook:

- 1) 102.02 Non-Tenured Faculty
 - a) Pre-Tenure reviews must be submitted electronically beginning Fall 2018
 - b) The addition of a statement of what at a minimum should be included in a Pre-Tenure Review report
- 2) 103.02 Procedures (Promotion and Tenure)
 - a) Effective Fall 2018, all promotion and tenure dossiers be submitted electronically
 - b) A few minor edits
- 3) 103.0301 Time Limits--Promotion
 - a) Revision of this section (103.0301) to incorporate language used by Board of Regents in Section 4.5 of the USG Academic and Student Affairs Handbook.
- 4) 103.0302 Specific Minimum Criteria for Promotion
 - a) Addition of a statement on scholarly teaching (103.0302, 5.1.5) and on the scholarship of teaching and learning (103.0302, 5.3.3)
- 5) 103.0303 Probationary Credit Towards Promotion
 - a) Addition of a statement regarding probationary credit towards promotion (consistent with 4.5.1 in USG Academic and Student Affairs Handbook)
- 6) 103.05 Curriculum Vitae
 - a) Elimination of the vitae template in the Faculty Handbook. Replace it with a statement "Candidates must submit a curriculum vitae appropriate to the candidate's discipline."
- 7) 103.0601 Instructor/Course Evaluation Questionnaire
 - a) Insert a copy of the student evaluation of instruction instrument into the handbook
- 8) 104.0205 Documentation Required (Post-Tenure Review)
 - a) Effective Fall 2018, all Post-Tenure Review dossiers must be submitted electronically

Committee IX: Facilities and Services Committee (Molly McCullers, Chair)

Action Items (see [Addenda VI](#) and [VII](#)):

- A) UWG Parking Code 2016-2017

Committee XII: Budget Committee (Andrea Stanfield, Chair)

Information Item:

- A) Legislative update (Kyle Marrero)

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (see [Addenda VIII, IX, X, and XI](#)):

- A) UWG Procedure 1.2.1, Formatting Policies and Procedures
Request: Approve
- B) UWG Academic Affairs Policies, Procedure 2.5.3, Summer School Salaries
Request: Approve
- C) UWG Faculty Handbook Modification of Policy 113, Faculty Compensation for Summer School Teaching
Request: Modify
- D) UWG Academic Affairs Policies, Procedure 2.9.1, Advisement
Request: Approve

5. Old business

6. New business

- A) Nominations for Executive Secretary of the Faculty Senate and General Faculty

7. Announcements

8. Adjournment

Addendum I

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

February 26, 2016

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Julia Farmer, Chair, at 3:02 p.m.

2. Roll Call

Present

Nancy Penco (substituting for Banford), Boldt, J. Butler, Connell, Elman, Farran, Faucette, Fujita, Gerhardt, Insenga, C. Johnson, Anthony Vito (substituting for Lee), Lopez, Mbaye, McCord, McCullers, McKendry-Smith, Matt Franks (substituting for L. Miller), R. Morris, Ogletree, Remshagen, J. Roberts, L. Robinson, C. Samples, C. Schroer, Seay, Self, M. Snipes, Angela Pashia (substituting for Stanfield), Sterling, D. Stuart, Varga, Velez-Castrillon, S. Webb, S. Welch, D. Williams, Willox, Xu, Yates

Absent

Blair, DeFoor, McGuire, Mindrila, R. Morris, D. Neely, Schoon, Tefend, Trotman Scott

3. Minutes: a motion was made and seconded to approve the minutes of January 29, 2016.

Item approved unanimously by voice vote.

4. Committee reports

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

Action Items:

D) College of Science and Mathematics

3) Biology Department

h) BIOL 2022 Human Anatomy and Physiology II
Request: Modify

i) BIOL 2022-L Human Anatomy and Physiology II Lab
Request: Modify

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

j) BIOL 2030 Medical Microbiology
Request: Modify

Item approved unanimously by voice vote.

- E) College of Social Sciences
 - 4) Sociology Department
 - 5) Bachelor of Science with a Major in Sociology
Request: Modify

Item approved unanimously by voice vote.

- F) Richards College of Business
 - 1) Department of Economics
 - a) Bachelor of Science with a Major in Economics/Secondary Education
Request: to amend the December 4, 2015 minutes to show that this degree was approved as a deactivation; change 4-I-Information Item A-2 from “Terminate” to “Deactivate”

Item approved unanimously by voice vote.

Information Item:

- A) College of Social Sciences
 - 1) Sociology Department
 - a) Bachelor of Arts with a Major in Sociology
Request: Terminate

Committee II: Graduate Programs Committee (Dawn McCord, Chair)

Action Items:

- C) College of Social Sciences
 - 2) Political Science Department
 - c) POLS 5216 Gun Policy
Request: Add

Item approved unanimously by voice vote.

- D) Richards College of Business
 - 1) Department of Marketing and Real Estate
 - a) MKTG 5810 Social Media and Online Marketing
Request: Add

- b) MKTG 6850 Analytical Methods in Marketing
Request: Add

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

Committee III: Honors Program Committee (Mark Faucette, Chair)

Action Items:

- A) Faculty who wish to teach honors courses must make application to join the Honors College faculty using the form “Honors College Faculty Application.” These applications will be reviewed by the Honors College and the Honors Program Committee for acceptance or rejection.

Dr. Dan Williams and Dr. Micheal Crafton commented on the desirability of having an “opt out” system, in which assistant professors, associate professors, and professors are automatically accepted as faculty approved to teach honors courses and conversions, rather than submitting this form. Others remarked that the form asks for information that the Honors College wants to have on file, as well as serving the purpose of ensuring that faculty who teach an honors class or conversion are aware of the nature/rigor of honors classes.

Dr. Faucette called the question after a variety of questions and viewpoints were aired during the discussion. Since a vote by show of hands seemed indecisive, a roll call vote was called. The Faculty Senate members voted thus:

Banford	Heidi	aye
Blair	John	absent
Boldt	David	nay
Butler	Judy	nay
Connell	Lisa	nay
DeFoor	Leanne	absent
Elman	Shelly	abstain
Farran	Lama	aye
Faucette	Mark	aye
Fujita	Megumi	nay
Gerhardt	Hannes	aye
Insenga	Angela	aye
Johnson	Christie	nay
Lee	Gavin	nay
Lopez	Salvador	abstain
Mbaye	Heather	nay
McCord	Dawn	nay
McCullers	Molly	nay
McGuire	Casey	absent
McKendry-Smith	Emily	abstain
Miller	Laura	abstain
Mindrila	Diana	absent
Morris	Bob	absent
Neely	Dawn	absent

Ogletree	Tami	aye
Remshagen	Anja	aye
Roberts	John	nay
Robinson	Lisa	abstain
Samples	Clint	aye
Schoon	Mark	absent
Schroer	Craig	abstain
Seay	Sharon	aye
Self	Cale	abstain
Snipes	Marjorie	aye
Stanfield	Andrea	abstain
Sterling	Nicholas	aye
Stuart	Doug	nay
Tefend	Karen	absent
Trotman Scott	Shelli	absent
Varga	Matt	aye
Velez-Castrillon	Susana	aye
Webb	Susan	aye
Welch	Susan	aye
Williams	Dan	nay
Wilcox	Lara	aye
Xu	Rui	nay
Yates	Brad	nay

The vote was:

Aye 16

Nay 14

Abstain 8

Since the Faculty Senate rules of operation specify that the vote is decided by a majority of votes cast, the “ayes” had it.

Item approved.

- B) Students who wish to convert a non-honors section of a course to an honors section must first obtain permission from the faculty member and then in co-operation with that faculty member determine the additional or different work that must be completed by the student for honors credit. Students must complete an Honors Course Conversion Form which the faculty member can then sign. Only members of the Honors College Faculty can allow students to convert their courses for honors credit.

Item approved unanimously by voice vote.

Committee IV: Academic Policies Committee (Shelly Elman, Chair)

Action Items:

- A) Hardship Withdrawal changes to the Faculty Handbook (205.01, p. 88):

Hardship Withdrawal Policy, What is the process for receiving a hardship withdrawal?

“The student seeking a hardship withdrawal must initiate the request through either Health Services or Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. **The appropriate dean has the final authority as to whether the request is granted, with any appeal limited to the Provost and Vice President of Academic Affairs.** If the request is granted, the student will receive a W for each course. The Registrar’s Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

Change to:

“The student seeking a hardship withdrawal must initiate the request through either Health Services or Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. **The appropriate dean or designee has the authority to grant or deny the request, with any review of that decision limited to the Provost and Vice President of Academic Affairs or designee.** If the request is granted, the student will receive a W for each course. The Registrar’s Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

Item approved unanimously by voice vote.

B) On the Hardship Withdrawal Form:

On page 2, under “Steps for Requesting a Hardship Withdrawal, step 5, the first bullet reads:

“The student may **appeal to the Provost and Vice President for Academic Affairs.**”

Should be changed to:

“The student may **request a review by** the Provost and Vice President for Academic Affairs **or designee.**”

On page 2, under “Steps for Requesting a Hardship Withdrawal, step 6:

“The **Provost and Vice President for Academic Affairs** has the final authority to grant the **appeal** for the Request for Hardship Withdrawal.”

Should be changed to:

“The **Provost and Vice President for Academic Affairs or designee** has the final authority to grant the **Request for Hardship Withdrawal.**”

Under step 6, the bullet point reads:

“The **Provost** will grant or deny the **appeal**. If granted, the Provost’s Office will notify the Registrar of the grade change/s to W. The Provost’s Office will notify the student that the **appeal** was granted or denied.”

Should be changed to:

“The **Provost or designee** will grant or deny the **request**. If granted, the Provost’s Office will notify the Registrar of the grade change/s to W. The Provost’s Office will notify the student that the **request** was granted or denied.”

Item approved unanimously by voice vote.

Information Item:

- A) Course evaluation summaries for face-to-face courses are available online but course evaluations for online courses are not available online—the APC wonders why this is?

Committee XII: Budget Committee (Andrea Stanfield, Chair)

Information Item:

- A) UWG Salary Study FAQs

Dr. Brad Yates presented the FAQs on behalf of Ms. Stanfield. There were no questions or further discussion.

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items:

- E) UWG Policies and Procedures section 2E, item 1

After a friendly amendment to change “of” to “or” toward the end of the first sentence under “Support,” the item was approved unanimously by voice vote.

This is the corrected and approved text:

E. The Executive Secretary

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

1. Support

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

2/9/2016

5. Old business: none

6. New business: none

7. Announcements:

A) Two-Time Georgia Author of the Year, Jim Grimsley, will be speaking at UWG on March 23rd at 7:00 p.m. in the Campus Center Ballroom. There is no admission fee. This program is sponsored by the University of West Georgia's Presidential Committee on Campus Inclusion, the Center for Diversity and Inclusion, Ingram Library, West Georgia Athletics, Housing and Residence Life, and the Student Activities Council. Free copies of his book, *How I Shed My Skin: Unlearning the Racist Lessons of a Southern Childhood*, are available on a first-come, first-serve basis at the Ingram Library Circulation Desk. For more information, please see: <https://uwglibrary.wordpress.com/2016/02/12/two-time-georgia-author-of-the-year-jim-grimsley-to-give-talk-at-uwg-march-23/>.

B) Dr. Farmer encouraged faculty to run for Executive Secretary of the Faculty Senate and General Faculty. Since the one course release/year was approved (pending presidential approval), there is now an additional incentive. Self-nominations are welcome.

C) Dr. Farmer will be attending the USG Faculty Council meeting on April 15. If any faculty member would like a particular issue to be discussed, please let her know prior to their agenda deadline of March 4.

8. Adjournment

The meeting adjourned at 3:55 p.m.

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

Addendum II

Course View (Read Only)

Attachments

Current File: FILM 1000 2000 Course Proposal MP.docx

Originator

English and Philosophy Department
Department

College of Arts and Humanities
College

Mock, Erin Lee
Originator

What would you like to do?

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

Modifications

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

Course Details

FILM	1000	Georgia Film Academy I
Prefix	Number	Course Title

This course is the first of a two-course certificate program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences. Students will: 1. Identify and describe film production organizational structure. 2. Define job descriptions in various film craft areas, names, uses, and protocols. 3. Explain the connections between these areas, names, uses, and protocols on-set. 4. Operate full lighting and grip equipment. 5. Summarize the above knowledge for purposes of self-marketing.

Course Catalog Description

3	3	6	Fall - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Both FILM 1000 and FILM 2000 are placeholder courses linked to the Georgia Film Academy Certification Program. They may be used by any program on campus who wishes to offer them. The Georgia Film Academy offers a two-course certification program specifically designed to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The Georgia Film Academy (GFA) is a collaborative effort of the USG and TCSG supporting workforce needs of Georgia's burgeoning film and digital entertainment industries. The GFA will certify workforce ready employees in needed areas, connect students and prospective employees with employers, and offer a unique capstone experience for top students that will provide them a path to employment in Georgia and to remain in the state. Clayton State University, Columbus State University, and Gwinnett Technical College have adopted the GFA and our students should have the same opportunity. Georgia is the third most popular destination in the nation for film production (behind California and New York) and the long history of African American film and TV production in the area suggests that this popularity will persist. Furthermore, the very creation of the GFA indicates the state government's investment in Georgia film production. Production-minded students will have more options than in the current curriculum, but study in COAH will expand our students' education in film beyond on-set skills and will encourage students to be the critical, skilled, and reflective artists and craftspeople they wish to be.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Syllabi and full description of the sequence are attached.

Attachments

Current File: FILM 1000 2000 Course Proposal MP.docx

College Approvals

Meg Pearson [APPROVED 2016-03-02]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-03-04]

Dean, College of Arts and Humanities

Other Approvals

Cale Seif
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Proposal for Georgia Film Academy sequence

FILM 1000: Georgia Film Academy I (6 credits)

FILM 2000: Georgia Film Academy II (12 credits) Minor in Gender and Sexuality Studies

Submitted by Erin Lee Mock, with the support of the following faculty members of the College of Arts and Humanities, Spring 2016/Fall Semester 2011:

- Lynn Anderson
- John Blair
- Lisa Connell
Pauline Gagnon, Dean
Meg Pearson, Chair of the Department of English & Philosophy
Muriel Cormican, Former Director of the Program in Film Studies
Casey McGuire, Associate Professor of Art
Amy Cuomo, Associate Professor of Theatre

- Lisa Crafton
- Ellis Crean
- Amy Cuomo
- Janet Donohoe
- Rebecca Harrison
- Emily Hipehen
- Aran MacKinnon
- Laura Miller
- Carrie Pitzulo
- Gary Schmidt
- Rita Tekippe

Rationale:

Both FILM 1000 and FILM 2000 are placeholder courses linked to the Georgia Film Academy Certification Program. They may be used by any program on campus who wishes to offer them.

The Georgia Film Academy (GFA) is a collaborative effort of the USG and TCSG supporting workforce needs of Georgia's burgeoning film and digital entertainment industries. The GFA will certify workforce ready employees in needed areas, connect students and prospective employees with employers, and offer a unique capstone experience for top students that will provide them a path to employment in Georgia and to remain in the state.

Clayton State University, Columbus State University, and Gwinnett Technical College have adopted the GFA and our students should have the same opportunity. Georgia is the third most popular destination in the nation for film production (behind California and New York) and the long history of African American film and TV production in the area suggests that this popularity will persist. Furthermore, the very creation of the GFA indicates the state government's investment in Georgia film production.

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Offering this sequence allows students who wish to pursue a BA at the University of West Georgia a path for doing so without sacrificing the advantages of the GFA. Production-minded students will have more options than in the current curriculum, but study in COAH will expand our students' education in film beyond on-set skills and will encourage students to be the critical, skilled, and reflective artists and craftspeople they wish to be.

The creation of these courses requires no additional resource allocation as the Georgia Film Academy provides faculty, staff, and materials off-site.

Course Descriptions & Learning Outcomes:

FILM 1000: Georgia Film Academy I

This course is the first of a two-course certificate program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences.

Students will:

1. Identify and describe film production organizational structure.
2. Define job descriptions in various film craft areas, names, uses, and protocols.
3. Explain the connections between these areas, names, uses, and protocols on-set.
4. Operate full lighting and grip equipment.
5. Summarize the above knowledge for purposes of self-marketing.

FILM 2000: Georgia Film Academy II

This course is the second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in Course I will form a foundation for students to be able to perform at an entry-level on working productions. This course will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts.

Students will:

1. Demonstrate knowledge of on-set protocols and relationships.
2. Demonstrate basic abilities in multiple entry-level on-set jobs.*
3. Interpret and apply instructions from on-set supervisors.
4. Summarize the above experiences for purposes of self-marketing.

*May include Camera, Lighting, Electrical, Security, Second Unit Director/Assistant Director, Art Department (Set Decorator/dressing, Production Design, Props), Set Construction, Makeup/Hair Department, Wardrobe Department, Sound Department, Post-Production (editing), Production Assistant, Locations, Script Supervisor (Continuity), Production Office, Production Accounting

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Program Title:

Minor in Gender and Sexuality Studies

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II. Rationale for Proposal

The proposed interdisciplinary program in Gender and Sexuality Studies will provide an academic forum for the examination of gender and sexuality in contemporary and historical global cultures. It aims to fill a gap at UWG in the academic study not only of sexual diversity but also of masculinity and femininity as culturally and historically contingent phenomena. As such, it has the potential to appeal to an increasingly diverse student population, including members of the GLBTQ community, who actively seek a comfortable, healthy, academic environment to examine and discuss issues relevant to their self-definition and everyday lives. The minor in Gender and Sexuality Studies also creates a broad and formalized academic forum for educating the entire student population and the greater Carrollton community about diversity in gender identity and sexual orientation.

The College of Arts and Humanities is home to a number of faculty members who are highly qualified in Gender and Sexuality Studies. The college and university have a unique opportunity to develop a niche in this area. Much of the important theoretical contributions to Gender and Sexuality Studies were undertaken by Humanities scholars who engaged in feminist literary analysis, global cultural studies, masculinity studies, film studies, queer theory, and GLBTQ studies. What almost all these scholars hold in common is their intense awareness of and interest in visual and linguistic sign systems. Human self-definitions, categories of identity, and the attribution of meaning are all mediated through deep semiotic structures that are reflected in but also

interrogated by cultural productions in the Humanities and the discourses that examine these productions. The Humanities thus have a unique and crucial perspective to offer to the study of gender and sexuality in preparing students to think critically, to cultivate their imaginations, to understand divergent and contingent viewpoints, and to respect and understand cultural differences. In this regard, the proposed program follows the example of leading research universities such as Indiana University, The University of Chicago, Northwestern University, Washington University in St. Louis, and Vanderbilt University.

The creation of this new interdisciplinary minor requires no additional resource allocation at the current time because it makes use of existing faculty expertise in this area. It also makes use of existing institutional structures facilitating interdisciplinary study (e.g. the XIDS course designation). It offers the potential of attracting students who are interested in alternatives to traditional discipline-specific minors or who seek to supplement traditional disciplinary majors with a minor that offers immediate relevance to the understanding of themselves and others.

A minor in Gender and Sexuality Studies has the potential to enrich the educational experience of students in a variety of fields, both with COAH and in the greater UWG community. The program promotes an awareness and understanding of the diversity of human experience in global cultures that will benefit students seeking to enter a wide range of fields, including medical, educational, legal, and business-related professions. A number of majors offered at UWG either require a minor or offer it as an option. Programs requiring minors include Theater, Psychology, Political Science (B.A.), Mass Communications, History, and Studio Art. In addition, Anthropology, English,

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Geology, Geography, Philosophy, and Sociology allow minors as an option. Finally, programs in Economics, International Economic Affairs, Math, Political Science (B.S.), and Biology have enough electives built into their programs to allow students to pursue a minor.

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UWG Learning Outcomes

FILM 1000: Georgia Film Academy I

Students will:

- 1) Identify and describe film production organizational structure.
- 2) Define job descriptions in various film craft areas, names, uses, and protocols.
- 3) Explain the connections between these areas, names, uses, and protocols on-set.
- 4) Operate full lighting and grip equipment.
- 5) Summarize the above knowledge for purposes of self-marketing.

FILM 2000: Georgia Film Academy II

Students will:

- 1) Demonstrate knowledge of on-set protocols and relationships.
- 2) Demonstrate basic abilities in multiple entry-level on-set jobs.*
- 3) Interpret and apply instructions from on-set supervisors.
- 4) Summarize the above experiences for purposes of self-marketing.

*May include Camera, Lighting, Electrical, Security, Second Unit Director/Assistant Director, Art Department (Set Decorator/dressing, Production Design, Props), Set Construction, Makeup/Hair Department, Wardrobe Department, Sound Department, Post-Production (editing), Production Assistant, Locations, Script Supervisor (Continuity), Production Office, Production Accounting

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GFA Syllabi

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COURSE I

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Course Description

This course is the first of a two-course certificate program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences. Students will learn: film production organizational structure, job descriptions and duties in various film craft areas, names, uses and protocols related to various pieces of professional on-set film equipment. Students will also learn, through lecture and exercises, how the various film craft related to one-another on a working set, as well as how and why they all must operate in sync. In addition, students will learn skills related to networking and self-marketing.

The second course in the certificate program will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. The second course will provide students with a vehicle to both increase and solidify their skills in "real world" productions, add to their resumes and facilitate networking opportunities. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects.

Course Objectives

The primary objective of this course is to provide students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. Students will learn the job responsibilities and how to carry-out those responsibilities at an entry level of a variety of on-set jobs. Students will also learn how to market themselves in order to become integrated into the film industry as entry-level workers.

This course is not structured as a traditional film production or film studies classes typically found in traditional four-year degree film programs. While students will learn about the basic structure of film production, the course will only touch on creative areas such as producing, directing, scriptwriting, production design, cinematography or post-production. Students will not be making student films in the traditional sense, but will be participating in hands-on positions on exercises staged in the manner of professional films.

The goal is to provide students with a foundation of knowledge, understanding and hands-on experience to begin careers on-set in film production. However, students will also be guided to understand that this course is only a first step toward such a career. Being able to join the film industry workforce will require additional on-set experience in productions conducted under professional industry standards.

Required Materials:

Text:

"KIT" – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

Assignments

The course will feature two types of assignments:

1. In class - including individual and team exercises, hands-on practice and demonstration, small-scale shooting and staging exercises and individual critical thinking projects;
2. Out-of-class - including on-line review of class materials, quizzes, research for classroom presentation

Grading

100% of your final grade will be determined by how well you progressed in the class toward becoming a professional film worker.

1. Professionalism – Attendance, on-time performance, being prepared for class; 30%
Being productive, positive, and with cooperative interaction and conduct with your fellow students and your instructor. Professional film workers operate under considerable pressure on-set and must function within a strict organizational hierarchy and must also be ego-less team players.
2. Participation – Working effectively and efficiently, "stepping up", doing an assigned 30%
task, exercise, or on-set job always to the best of your ability, demonstrated willingness to learn (i.e. being alert and responsive in class and on exercises and productions); demonstrated application of skills learned.

These first two criteria will be facilitated through instructor observation, utilizing an established evaluation tool which will be applied equally to all students, regardless of craft areas or jobs. The program views these evaluations less as grading mechanisms but more as tools to help students understand where they stand on their way to becoming film professionals.

3. Quizzes: three in class, (10%/each) 30%

Quizzes are another tool to help students understand their strengths and weaknesses and level of mastery of the course and program material. They also are a tool for the instructor to assess how well individual students and the class in general is progressing.

4. Final Exam

10%

Safety

Job number one on any set and on any production is safety. An unsafe worker will not work for long, therefore this course and the entire program stresses safety in every element. Students will be expected to adhere to safety rules and procedures just as if they were on a working set.

Disclaimer

As in "real world" film production, schedules are likely to change, sometimes with very little notice. While the program will strive to minimize such changes, they will occur. A big factor in your success as a film worker is how well you cope with change. Even multi-million dollar films will generate serious changes effecting hundreds of workers, locations, actors, and equipment at a cost of tens of thousands of dollars. This class will help you get accustomed to working in that world.

Specifically, the two field trips may have to be adjusted timing and subject-wise depending on the availability of facilities.

Course Calendar

WEEK ONE INTRODUCTION TO COURSE, FILM INDUSTRY JOBS AND ON-SET ORGANIZATION

The structure of the course and the overall program, student and instructor goals, expectations and responsibilities

The Film Industry - an overview of the over-all film production process, including the five phases of film production; organizational structure and job descriptions including the role of film unions and guilds.

A typical on-set shooting day.

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 1

WEEK TWO CAMERA COMPOSITION, PRE-PRODUCTION AND ON-SET PROCEDURES

Camera shot composition – progressing from wide shot to extreme close-up and the concept of continuity

The shooting script, including standard format, script breakdown, production scheduling

The Call Sheet and Shot list

Production software: production schedule, call sheet, shot list

Exercise – role-playing in typical on-location shooting day including 1st AD calls

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 2

WEEK THREE CAMERA OPERATION AND BASIC LIGHT

Quiz #1

Camera operation, including composition, angles, position, movement

Exercise – hands-on camera operation

Introduction to Lighting – color, intensity, angle, shadows, gels, diffusion, three point lighting

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 3

WEEK FOUR LIGHTING AND GRIP EQUIPMENT

Review Quiz #1

Lighting instrument categories and types, procedures for setting-up lights

Industry-standard light stands and their use

Types and uses various Grip stands and hardware

Grip light control/modification hardware and materials

Exercise – hands-on demonstration of Lighting equipment and stands, Grip stands, hardware and lighting control

Review lesson materials on-line

[On-Line Quiz – complete on-line quiz for Class 4](#)

WEEK FIVE DOLLY GRIP AND GRIP KNOTS

[Dolly Grip systems, including dolly with track, jib, slider, camera stabilizer](#)

[Exercise – students will set-up and operate camera jib, slider, dolly and camera stabilizer](#)

[Exercise – demo and hands-on Grip knot tying](#)

[Review lesson materials on-line](#)

[On-Line Quiz – complete on-line quiz for Class 5](#)

WEEK SIX LOCATION SOUND, CAMERA SETTINGS, VIDEO VILLAGE

[First Instructor Assessment of individual students delivered](#)

[Review and expansion of Sound Department jobs, functions and protocols](#)

[Introduction to sound fundamentals](#)

[Introduction to on-set sound equipment](#)

[Exercise – demonstration and hands-on experience with on-set sound equipment and procedures](#)

[Camera Settings](#)

[Video Village equipment and set-up](#)

[Review lesson materials on-line](#)

[On-Line Quiz – complete on-line quiz for Class 6](#)

WEEK SEVEN ON-SET ART DEPARTMENT, SCRIPT SUPERVISOR

[Quiz #2](#)

[Review and expansion of On-Set Art Department jobs and protocols, including Set Dressers, Props, Hair, Make-up, Wardrobe](#)

[Exercise – demonstration and hands-on special effects make-up](#)

[Script Supervisor and continuity procedures and exercise](#)

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 7

WEEK EIGHT SHOOTING EXERCISE

Review Quiz #2

Exercise – Shooting exercise integrating camera operation, grip, electric, art departments

WEEK NINE FIELD TRIP

Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electric rental house.

WEEK TEN FILM INCENTIVES, PRODUCTION INSURANCE, LOCATIONS AND CASTING SESSIONS

Second Instructor Assessment of individual students delivered

Quiz #3

Basic information about the Georgia Film Incentives, particularly as related to jobs in the industry

Basic information about production insurance

Locations Department including procedures, job duties, forms

Introduction to Casting Department procedures, forms

Exercise – casting session simulation

Exercise – script supervisor simulation

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 11

WEEK ELEVEN GENERATOR OPERATION; RADIOS, PA JOBS

Review Quiz #3

Introduction to generator operation including electrical basics, generator structure, distribution

Exercise – generator operation demonstration

Introduction to radio use and operation on-set

Functions and jobs of on-set and office PAs

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 11

WEEK TWELVE FIELD TRIP

Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electric rental house.

WEEK THIRTEEN PRODUCTION OFFICE, POST- PRODUCTION, SELF-MARKETING

Production Office jobs, procedures

Post-Production jobs, workflow

Self-marketing tools and techniques

Resumes

Business Cards

Websites

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 13

WEEK FOURTEEN PRE-PRODUCTION AND ALL-DAY PRODUCTION

Pre-Production: production meeting for all-day production, location scout

Production – All class members will participate in an all-day production shoot, 12 hours on-set, on Saturday

WEEK FIFTEEN INDUSTRY SPEAKER, PREVIEW COURSE II, SCREEN “MASTERS OF THE LIGHT”

[Guest Speaker from Industry](#)

[Final Instructor Review of Individual Students delivered](#)

[Preview Course II](#)

[Debrief All-Day Production](#)

[Screen "Masters of the Light" acknowledged as the seminal visual presentation about cinematography](#)

WEEK SIXTEEN **FINAL EXAM**

[Final Exam](#)

COURSE II

V 1.1

Course Description

This course is the second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in Course I will form a foundation for students to be able to perform at an entry-level on working productions.

This course will focus on professional level productions, on which students will have roles in on-set and pre-production crafts. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects.

The course will be structured as a seminar/practicum (?). There will be four scheduled full-class meetings with defined topics. Other meeting times will be as arranged and will focus on efforts required to produce at least two shooting projects.

Course Objectives

The primary objective of this course is to provide hands-on experience in "Real World" projects which will provide students with a vehicle to both increase and solidify their skills, add to their resumes and facilitate networking opportunities. These production opportunities will provide students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. Students will learn the job responsibilities and how to carry those out at an entry level of a variety of on-set jobs. Students will also have an opportunity network and build resumes to be able to market themselves in order to become integrated into the film industry as entry-level workers.

This course is not structured as a traditional film production or film studies classes. Students will not be making student films in the traditional sense, but will be participating as crew in hands-on positions on professional films.

This certificate program is a viable and proven first step toward a career in film production. Being able to join the film industry workforce will require additional on-set experience, facilitated through networking opportunities fostered by this program.

Productions

Course activities will center on the production of at least two shooting projects. Those projects will be carefully vetted to ensure that Producer(s) have film industry credentials indicating they have a level of recognized skill and experience, as well as possessing resources sufficient to create a project with high production value. Producers will also be required to integrate students in productive, active roles on-set

and in pre-production. The objective will be to maintain high levels of professionalism and production value for the benefit of both the students and the productions.

Students will constitute "Production Teams" that will work with Producers et al in the pre-production process, in such areas as production meetings, budgeting, script breakdown, shot lists, location scouting, casting (if necessary), table reads, rehearsals, art department pre-production, assembling grip, electric, sound and camera packages, assembling a crew, production scheduling and physical production.

From start to finish, these projects will consume several weeks. Pre-production tasks will be scheduled to meet the needs of the productions and will involve different groups of students working in several different departments. Physical production will include the bulk of the students.

The entire production process will be conducted in the manner of a professional film project. As noted, just as with professional film productions, this process will require flexibility on the part of students. In other words, this course will replicate the actual production environment of a film.

Safety

Students will receive a 10-hour certified OSHA 10 training package that has a custom-designed film emphasis. This course has the same elements as training utilized by the film unions in Georgia and New Mexico.

Job number one on any set and on any production is safety. An unsafe worker will not work for long, therefore this course and the entire program stresses safety in every element. Students will be expected to adhere to safety rules and procedures just as if they were on a working set.

Disclaimer

Schedules are likely to change, sometimes with very little notice. While the program will strive to minimize such changes, they will occur. A big factor in being a successful film worker is coping with change. Even multi-million dollar films will generate serious changes effecting hundreds of workers, locations, actors, and equipment at a cost of tens of thousands of dollars. This class will help you get accustomed to working in that world.

Required Materials:

"KIT" – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

Personal Computer – laptop is best; used for communication, scheduling, forms generation, etc.

Assignments

The course will feature three types of assignments:

1. Four in-class sessions
2. Pre-production, as determined by each production
3. Physical production – i.e. shooting project

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Grading

100% of your final grade will be determined by how well you progressed in the class toward becoming a professional film worker.

4. <u>Professionalism –</u>		40%
	<u>Attendance, on-time performance, being prepared for production assignments; being productive, positive, and cooperative with your fellow crew members/students, others on a working set;</u>	

5. <u>Participation –</u>		
	<u>Working effectively and efficiently, “stepping up”, doing an assigned pre-production or on-set job always to the best of your ability, demonstrated application of skills learned;</u>	30%

These first two criteria will be facilitated through instructor observation, utilizing an established evaluation tool;

6. <u>Quizzes; two on-line, (5%/each)</u>		10%
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7. <u>OSHA 10 Exam</u>		20%
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Students will also have the opportunity to provide an evaluation of the course at its conclusion.

Course Calendar

WEEK ONE INTRODUCTION TO COURSE, FILM PRE-PRODUCTION PROCESSES/JOBS

The structure of the course and the overall program, student and instructor goals, expectations and responsibilities;

The pre-production and production process for the course; jobs, responsibilities, time-frames;

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 1

WEEK TWO OSHA 10 TRAINING PART 1

Five Hours

WEEK THREE OSHA TRAINING PART 2

Five Hours

OSHA Exam

WEEK FOUR LOCATIONS, PROJECT PRE-PRODUCTION

Production meetings, script breakdown review

Specific Locations procedures, forms ("Tool Kit")

Production Insurance

Production software: production schedule, call sheet, shot list

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 4

WEEKS FIVE THROUGH 16 PRE-PRODUCTION AND PRODUCTION

Class meetings, production meetings, and physical production as required

Instructor evaluations will be delivered after each production

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COMPARISONS TO USG AND TCSG PROGRAMS

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USG REQUIREMENTS

ASSOCIATES PROGRAMS:

60+ hours.

Associate of Arts transfer degrees have a maximum of 60 semester hours.

No requirement for upper-division courses.

MAJOR PROGRAMS (B.A., B.F.A.):

21+ hours of upper division courses in the major field

39+ hours of upper division work overall.

MINOR PROGRAMS:

15-18 hours

2 hours upper-division coursework

Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor.
Core Area F courses may be counted as coursework in the minor. No interdisciplinary requirements.

CURRENT UWG FILM STUDIES MINOR PROGRAM CURRICULUM INTERDISCIPLINARY: HOUSED IN COAH*

Requirements

FILM 2080: Introduction to the Art of Film (3 hours)

FILM 2100: History and Theory of Film (3 hours)

3000/4000-level electives* (12 hours)

Sample 3000-4000 courses:

LIST 4485: History in Film (Special Topics)

PHIL 3160: Philosophy in Literature and Film

FILM 3200: Screenwriting

ENGL 4109: Film as Literature

ENGL 4106: Studies in Genre

ICORL 3111: World Film

ICORL 4485: Topics in National Film

IREN 4210: French Literature and Film

GRMN 4220: German Culture Through Film

GRMN 4240: Mystery & Horror in Lit & Film

GRMN 4250: Contemporary German Cinema

SPAN 4200: Spanish Literature and Film

PSYC 4085: Psychology and Film

THFA 3290: Costume Design

THFA 4485: Acting for the Camera (Special Topics)

FILM 4081: Independent Study

GWINNETT TECHNICAL COLLEGE

GEORGIA FILM ACADEMY CERTIFICATION

FILM 1100 – Introduction to On-Set Film Production (6 credit hours)

With an emphasis on the film industry in Georgia, this introductory course offers students an opportunity to learn the fundamental skills to work within the film industry. Topics include the phases of production, roles and responsibilities of a film crew, requirements in the production environment, entry-level skills for production crew members, from lighting and sound to camera operation and cinematography. This is the first of two courses required for students to earn a technical certificate of credit in the Georgia Film Academy On-Set Production Assistant Program.

FILM 2100 – Practicum (12 credit hours)

After completing the FILM 1100 class, students are eligible to enroll in the second part of the technical certificate of credit program FILM 2100. This course provides students an on-set experience to demonstrate techniques learned in the initial Georgia Film Academy course with an emphasis on practicing production assistant skills in a hands-on situation under the supervision of a film industry professional.

COLUMBUS STATE UNIVERSITY
HOUSED IN DEPARTMENT OF COMMUNICATION

GEORGIA FILM ACADEMY CERTIFICATION

COMM 1115 On-Set Film Production I (6 hours)

Course Description: The first of a two-course certificate program which provides an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film- industry standard organizational structure, professional equipment and on-set procedures.

COMM 2498 On-Set Film Production II (12 hours)

Course Description: The second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film- industry standard organizational structure, professional equipment and on-set procedures.

MAJOR IN COMMUNICATION

Standard requirements, GIA courses not in established curriculum

CLAYTON STATE UNIVERSITY
HOUSED IN DEPARTMENT OF VISUAL AND PERFORMING ARTS

GEORGIA FILM ACADEMY CERTIFICATION

Georgia Film Academy I (6 hours)

The first course will teach you everything you need to understand about the rules of working on a set, such as: film production, organizational structure, job descriptions and duties in various film craft areas, names uses and protocols related to various pieces of professional on-set film equipment.

Georgia Film Academy II (12 hours)

The second course will teach you to work on the set of an independent production, including: Participating as crew in hands on positions on professional films, reporting to experienced professionals in key positions on set, as well as the job responsibilities, and how to carry those out, at an entry level of a variety of positions.

ASSOCIATES IN FILM PRODUCTION

60 credit hours

48 credits of core curriculum

18 credits to fulfill the film production requirements.

MAJOR IN FILM PRODUCTION

Above +

27 Required hours in Core Area F

6-9 hours in Experiential/Internships

18-21 Hours of Electives

All include both Studies (Criticism) and Production Options

Students will

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1. Identify and describe how gendered and sexual codes are utilized in cultural texts.

2. Demonstrate the ability to use critical thinking skills to interrogate cultural assumptions regarding gender and sexuality.

3. Describe and evaluate, orally and in writing, the role of cultural differences on literary, cinematic, theatrical, and artistic portrayals of gender and sexuality.

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4.—Describe and evaluate, orally and in writing, contemporary attitudes and representations of gender and sexuality in a broader historical context.

5.—Demonstrate an awareness of prevailing theories used to analyze gender and sexuality in the Humanities.

6.—Analyze and evaluate, orally and in writing, gendered and sexual codes through a diverse set of lenses, including race, class, sexual orientation, and ethnicity.

III.—Contribution to University Mission

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The proposed minor in Gender and Sexuality conforms to the values outlined in the University Mission Statement in the following ways:

- The content and methodology is “grounded in a strong liberal arts curriculum,” being drawn from the disciplinary areas of the College of Arts and Humanities and open to further inclusion from departments in other colleges.
- The program’s emphasis on the identity-formative elements of gender and sexuality, the importance of intercultural analysis, and respect for human diversity bring to the students and community “broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning” and

promote the “[a]ffirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.”

- The learning outcomes of the program, which emphasize oral and written communication and the application of analytic methodologies grounded in the Humanities to contemporary social issues “foster the development of effectiveness in communication, critical and independent thinking, problem solving” and nurture “practices that embody the ideals of an open democratic society and that cultivate an environment of collegiality.”

IV. Contribution to UWG Strategic Plan

- **Academic Programs Balancing Liberal Arts with Professional Preparation:** Through the study of diversity in gender and sexuality students will be better prepared to interact with diverse coworkers and clients, demonstrating greater sensitivity and respect. Further, the intercultural emphasis of the program prepares “students to be ethically responsible and civically engaged professionals in the global economy of the 21st century” (Goal 1).
- **A Campus that is Safe, Engaging, and Exciting:** An overall campus culture that recognizes the study of gender diversity and sexual diversity in official academic programs sends a message of respect and inclusion that promotes, for example, the safety of students from the GLBTQ community;

and offers this community more opportunities for meaningful engagement with the broader university.

- **Meaningful Engagement with Off-campus Communities:** As mentioned above, an important aim of the program is to create an environment in which faculty, staff, and students can better educate the off-campus community in issues of gender and sexuality.

IV. — Contribution to Quality Enhancement Plan (QEP): The emphasis on advanced writing skills in Learning Outcomes 3, 4, and 6 contributes to the improvement of undergraduate writing that is the goal of the QEP.

V. — Contribution to College of Arts and Humanities Mission:

The proposed minor in Gender and Sexuality Studies supports all of the core values outlined in the "COAH Guiding Principles and Procedures." However, it contributes in particular to the following:

- cultivating a rich, multi-faceted liberal arts curriculum;
- encouraging creative and scholarly collaboration across disciplinary boundaries;
- imparting the broad knowledge and fostering the critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
- emphasizing disciplinary rigor;
- fostering effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology;
- creating a learning community dedicated to instructional excellence in which close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body;

- affirming the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff, thereby promoting practices that embody the ideals of an open democratic society.

VI.—Required Courses:

The proposed minor in Gender and Sexuality Studies is interdisciplinary in that it requires students to complete coursework in multiple fields in the Humanities that apply an analytical framework from Gender Studies.

The minor requires 15 credit hours, of which no more than 6 hours can be at the 2000 level and of which at least 3 hours must be at the 4000 level. Required Course: XIDS-2100: Introduction to Gender Studies (3 hours)

Electives—12 hours (four of these must be taken in AT LEAST two different disciplines). Electives must be approved by the program director.

[Redacted]

[Redacted]

Sample of Existing Courses that Potentially Fulfill Elective Requirement:

~~ENGL 2190/4185: Studies in Literature by Women~~

~~ENGL 4385: Special Topics~~

~~XIDS 2100: Arts and Ideas~~

~~FORL 2300— Topics in National Literatures~~

~~FORL 4185— Topics in Lang and Literature~~

~~FREN 4785— Special Topics in French~~

~~SPAN 4785— Special Topics in Spanish~~

~~GRMN 4785— Special Topics in German~~

~~FORL 3111— World Film~~

~~FORL 4485— Topics in National Film Traditions~~

~~THEA 4485— Special Topics in Theater~~

~~HIST 4423— Women & Gender in Ancient World~~

~~HIST 4467— Women in American History to 1890~~

~~HIST 4468— Women in American History Since 1890~~

HIST—Special topics?

PHIL 4130—Feminist Philosophy

PHIL 4240—Philosophy of Friendship/Love

Coursework outside the College of Arts and Humanities may be petitioned for credit towards the minor in Gender and Sexuality Studies as long as there is significant content and/or methodology related to the Humanities and/or Fine Arts.

Course View (Read Only)

Attachments

Current File: FILM 1000 2000 Course Proposal MP.docx

Originator

English and Philosophy Department
DepartmentCollege of Arts and Humanities
CollegeMock, Erin Lee
Originator

What would you like to do?

 Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

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

Course Details

 FILM 2000 Georgia Film Academy II
 Prefix Number Course Title

FILM 2000: Georgia Film Academy II This course is the second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in Course I will form a foundation for students to be able to perform at an entry-level on working productions. This course will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. Students will: 1. Demonstrate knowledge of on-set protocols and relationships. 2. Demonstrate basic abilities in multiple entry-level on-set jobs. 3. Interpret and apply instructions from on-set supervisors. 4. Summarize the above experiences for purposes of self-marketing. *May Include Camera, Lighting, Electrical, Security, Second Unit Director/Assistant Director, Art Department (Set Decorator/dressing, Production Design, Props), Set Construction, Makeup/Hair Department, Wardrobe Department, Sound Department, Post-Production (editing), Production Assistant, Locations, Script Supervisor (Continuity), Production Office, Production Accounting

Course Catalog Description

6	6	12	Fall - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Both FILM 1000 and FILM 2000 are placeholder courses linked to the Georgia Film Academy Certification Program. They may be used by any program on campus who wishes to offer them. The Georgia Film Academy (GFA) is a collaborative effort of the USG and TCSG supporting workforce needs of Georgia's burgeoning film and digital entertainment industries. The GFA will certify workforce ready employees in needed areas, connect students and prospective employees with employers, and offer a unique capstone experience for top students that will provide them a path to employment in Georgia and to remain in the state. Clayton State University, Columbus State University, and Gwinnett Technical College have adopted the GFA and our students should have the same opportunity. Georgia is the third most popular destination in the nation for film production (behind California and New York) and the long history of African American film and TV production in the area suggests that this popularity will persist. Furthermore, the very creation of the GFA indicates the state government's investment in Georgia film production. Production-minded students will have more options than in the current curriculum, but study in COAH will expand our students' education in film beyond on-set skills and will encourage students to be the critical, skilled, and reflective artists and craftspeople they wish to be.

Planning Info

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

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

Present or Projected Annual Enrollment: 20

Comments

Syllabi and full rationale are attached.

Attachments

Current File: [FILM 1000 2000 Course Proposal MP.docx](#)

College Approvals

Meg Pearson [APPROVED 2016-03-02]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-03-04]

Dean, College of Arts and Humanities

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course Proposal for Georgia Film Academy sequence

FILM 1000: Georgia Film Academy I (6 credits)

FILM 2000: Georgia Film Academy II (12 credits) Minor in Gender and Sexuality Studies

Submitted by Erin Lee Mock

with the support of the following faculty the following faculty members of the College of Arts and Humanities, Spring 2016 Fall Semester 2011:

- Lynn Anderson
- John Blair
- Lisa Connell

Pauline Gagnon, Dean

Meg Pearson, Chair of the Department of English & Philosophy

Muriel Cormican, Former Director of the Program in Film Studies

Casey McGuire, Associate Professor of Art

Amy Cuomo, Associate Professor of Theatre

- Lisa Crafton
- Elis Crean
- Amy Cuomo
- Janet Donohoe
- Rebecca Harrison
- Emily Hipchen
- Aran MacKinnon
- Laura Miller
- Carrie Pitzulo
- Gary Schmidt
- Rita Tekippe

Rationale:

Both FILM 1000 and FILM 2000 are placeholder courses linked to the Georgia Film Academy Certification Program. They may be used by any program on campus who wishes to offer them.

The Georgia Film Academy (GFA) is a collaborative effort of the USG and TCSG supporting workforce needs of Georgia's burgeoning film and digital entertainment industries. The GFA will certify workforce ready employees in needed areas, connect students and prospective employees with employers, and offer a unique capstone experience for top students that will provide them a path to employment in Georgia and to remain in the state.

Clayton State University, Columbus State University, and Gwinnett Technical College have adopted the GFA and our students should have the same opportunity. Georgia is the third most popular destination in the nation for film production (behind California and New York) and the long history of African American film and TV production in the area suggests that this

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popularity will persist. Furthermore, the very creation of the GFA indicates the state government's investment in Georgia film production.

Offering this sequence allows students who wish to pursue a BA at the University of West Georgia a path for doing so without sacrificing the advantages of the GFA. Production-minded students will have more options than in the current curriculum, but study in COAH will expand our students' education in film beyond on-set skills and will encourage students to be the critical, skilled, and reflective artists and craftspeople they wish to be.

The creation of these courses requires no additional resource allocation as the Georgia Film Academy provides faculty, staff, and materials off-site.

Course Descriptions & Learning Outcomes:

FILM 1000: Georgia Film Academy I

This course is the first of a two-course certificate program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences.

Students will:

1. Identify and describe film production organizational structure.
2. Define job descriptions in various film craft areas, names, uses, and protocols.
3. Explain the connections between these areas, names, uses, and protocols on-set.
4. Operate full lighting and grip equipment.
5. Summarize the above knowledge for purposes of self-marketing.

FILM 2000: Georgia Film Academy II

This course is the second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in Course I will form a foundation for students to be able to perform at an entry-level on working productions. This course will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts.

Students will:

1. Demonstrate knowledge of on-set protocols and relationships.
2. Demonstrate basic abilities in multiple entry-level on-set jobs.*
3. Interpret and apply instructions from on-set supervisors.
4. Summarize the above experiences for purposes of self-marketing.

**May include Camera, Lighting, Electrical, Security, Second Unit Director/Assistant Director, Art Department (Set Decorator/dressing, Production Design, Props), Set Construction, Makeup/Hair Department, Wardrobe Department, Sound Department, Post-Production*

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(editing), Production Assistant, Locations, Script Supervisor (Continuity), Production Office, Production Accounting

Program Title:

Minor in Gender and Sexuality Studies

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II. Rationale for Proposal

The proposed interdisciplinary program in Gender and Sexuality Studies will provide an academic forum for the examination of gender and sexuality in contemporary and historical global cultures. It aims to fill a gap at UWG in the academic study not only of sexual diversity but also of masculinity and femininity as culturally and historically contingent phenomena. As such, it has the potential to appeal to an increasingly diverse student population, including members of the GLBTQ community, who actively seek a comfortable, healthy, academic environment to examine and discuss issues relevant to their self-definition and everyday lives. The minor in Gender and Sexuality Studies also creates a broad and formalized academic forum for educating the entire student population and the greater Carrollton community about diversity in gender identity and sexual orientation.

The College of Arts and Humanities is home to a number of faculty members who are highly qualified in Gender and Sexuality Studies. The college and university have a unique opportunity to develop a niche in this area. Much of the important theoretical contributions to Gender and Sexuality Studies were undertaken by Humanities scholars who engaged in feminist literary analysis, global cultural studies, masculinity studies, film studies, queer theory, and GLBTQ studies. What almost all these scholars hold in common is their intense awareness of and interest in visual and linguistic sign systems. Human

self-definitions, categories of identity, and the attribution of meaning are all mediated through deep semiotic structures that are reflected in but also interrogated by cultural productions in the Humanities and the discourses that examine these productions. The Humanities thus have a unique and crucial perspective to offer to the study of gender and sexuality in preparing students to think critically, to cultivate their imaginations, to understand divergent and contingent viewpoints, and to respect and understand cultural differences. In this regard, the proposed program follows the example of leading research universities such as Indiana University, The University of Chicago, Northwestern University, Washington University in St. Louis, and Vanderbilt University.

The creation of this new interdisciplinary minor requires no additional resource allocation at the current time because it makes use of existing faculty expertise in this area. It also makes use of existing institutional structures facilitating interdisciplinary study (e.g. the XIDS course designation). It offers the potential of attracting students who are interested in alternatives to traditional discipline-specific minors or who seek to supplement traditional disciplinary majors with a minor that offers immediate relevance to the understanding of themselves and others.

A minor in Gender and Sexuality Studies has the potential to enrich the educational experience of students in a variety of fields, both with COAH and in the greater UWG community. The program promotes an awareness and understanding of the diversity of human experience in global cultures that will benefit students seeking to enter a wide range of fields, including medical, educational, legal, and business-related professions. A number of majors offered at UWG either require a minor or offer it as an option. Programs

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requiring minors include Theater, Psychology, Political Science (B.A.), Mass Communications, History, and Studio Art. In addition, Anthropology, English, Geology, Geography, Philosophy, and Sociology allow minors as an option. Finally, programs in Economics, International Economic Affairs, Math, Political Science (B.S.), and Biology have enough electives built into their programs to allow students to pursue a minor.

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UWG Learning Outcomes

FILM 1000: Georgia Film Academy I

Students will:

- 1) Identify and describe film production organizational structure.
- 2) Define job descriptions in various film craft areas, names, uses, and protocols.
- 3) Explain the connections between these areas, names, uses, and protocols on-set.
- 4) Operate full lighting and grip equipment.
- 5) Summarize the above knowledge for purposes of self-marketing.

FILM 2000: Georgia Film Academy II

Students will:

- 1) Demonstrate knowledge of on-set protocols and relationships.
- 2) Demonstrate basic abilities in multiple entry-level on-set jobs.*
- 3) Interpret and apply instructions from on-set supervisors.
- 4) Summarize the above experiences for purposes of self-marketing.

*May include Camera, Lighting, Electrical, Security, Second Unit Director/Assistant Director, Art Department (Set Decorator/dressing, Production Design, Props), Set Construction, Makeup/Hair Department, Wardrobe Department, Sound Department, Post-Production (editing), Production Assistant, Locations, Script Supervisor (Continuity), Production Office, Production Accounting

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GFA Syllabi

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COURSE I

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Course Description

This course is the first of a two-course certificate program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences. Students will learn: film production organizational structure, job descriptions and duties in various film craft areas, names, uses and protocols related to various pieces of professional on-set film equipment. Students will also learn, through lecture and exercises, how the various film craft related to one-another on a working set, as well as how and why they all must operate in sync. In addition, students will learn skills related to networking and self-marketing.

The second course in the certificate program will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. The second course will provide students with a vehicle to both increase and solidify their skills in "real world" productions, add to their resumes and facilitate networking opportunities. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects.

Course Objectives

The primary objective of this course is to provide students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. Students will learn the job responsibilities and how to carry-out those responsibilities at an entry level of a variety of on-set jobs. Students will also learn how to market themselves in order to become integrated into the film industry as entry-level workers.

This course is not structured as a traditional film production or film studies classes typically found in traditional four-year degree film programs. While students will learn about the basic structure of film production, the course will only touch on creative areas such as producing, directing, scriptwriting, production design, cinematography or post-production. Students will not be making student films in the traditional sense, but will be participating in hands-on positions on exercises staged in the manner of professional films.

The goal is to provide students with a foundation of knowledge, understanding and hands-on experience to begin careers on-set in film production. However, students will also be guided to understand that this course is only a first step toward such a career. Being able to join the film industry workforce will require additional on-set experience in productions conducted under professional industry standards.

Required Materials:

Text:

“KIT” – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

Assignments

The course will feature two types of assignments:

1. In class - including, individual and team exercises, hands-on practice and demonstration, small-scale shooting and staging exercises and individual critical thinking projects;
2. Out-of-class - including on-line review of class materials, quizzes, research for classroom presentation

Grading

100% of your final grade will be determined by how well you progressed in the class toward becoming a professional film worker.

1. Professionalism – Attendance, on-time performance, being prepared for class, 30%
Being productive, positive, and with cooperative interaction and conduct with your fellow students and your instructor. Professional film workers operate under considerable pressure on-set and must function within a strict organizational hierarchy and must also be ego-less team players.
2. Participation – Working effectively and efficiently, “stepping up”, doing an assigned task, exercise, or on-set job always to the best of your ability, demonstrated willingness to learn (i.e. being alert and responsive in class and on exercises and productions); demonstrated application of skills learned. 30%

These first two criteria will be facilitated through instructor observation, utilizing an established evaluation tool which will be applied equally to all students, regardless of craft areas or jobs. The program views these evaluations less as grading mechanisms but more as tools to help students understand where they stand on their way to becoming film professionals.

3. Quizzes: three in class, (10%/each) 30%

Quizzes are another tool to help students understand their strengths and weaknesses and level of mastery of the course and program material. They also are a tool for the instructor to assess how well individual students and the class in general is progressing.

4. Final Exam

10%

Safety

Job number one on any set and on any production is safety. An unsafe worker will not work for long, therefore this course and the entire program stresses safety in every element. Students will be expected to adhere to safety rules and procedures just as if they were on a working set.

Disclaimer

As in "real world" film production, schedules are likely to change, sometimes with very little notice. While the program will strive to minimize such changes, they will occur. A big factor in your success as a film worker is how well you cope with change. Even multi-million dollar films will generate serious changes effecting hundreds of workers, locations, actors, and equipment at a cost of tens of thousands of dollars. This class will help you get accustomed to working in that world.

Specifically, the two field trips may have to be adjusted timing and subject-wise depending on the availability of facilities.

Course Calendar

WEEK ONE INTRODUCTION TO COURSE, FILM INDUSTRY JOBS AND ON-SET ORGANIZATION

The structure of the course and the overall program, student and instructor goals, expectations and responsibilities

The Film Industry - an overview of the over-all film production process, including the five phases of film production; organizational structure and job descriptions including the role of film unions and guilds.

A typical on-set shooting day.

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 1

WEEK TWO CAMERA COMPOSITION, PRE-PRODUCTION AND ON-SET PROCEDURES

Camera shot composition – progressing from wide shot to extreme close-up and the concept of continuity

The shooting script, including standard format, script breakdown, production scheduling

The Call Sheet and Shot list

Production software: production schedule, call sheet, shot list

Exercise – role-playing in typical on-location shooting day including 1st AD calls

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 2

WEEK THREE CAMERA OPERATION AND BASIC LIGHT

Quiz #1

Camera operation, including composition, angles, position, movement

Exercise – hands-on camera operation

Introduction to Lighting – color, intensity, angle, shadows, gels, diffusion, three point lighting

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 3

WEEK FOUR LIGHTING AND GRIP EQUIPMENT

Review Quiz #1

Lighting instrument categories and types, procedures for setting-up lights

Industry-standard light stands and their use

Types and uses various Grip stands and hardware

Grip light control/modification hardware and materials

Exercise – hands-on demonstration of Lighting equipment and stands, Grip stands, hardware and lighting control

Review lesson materials on-line

[On-Line Quiz – complete on-line quiz for Class 4](#)

WEEK FIVE DOLLY GRIP AND GRIP KNOTS

[Dolly Grip systems, including dolly with track, jib, slider, camera stabilizer](#)

[Exercise – students will set-up and operate camera jib, slider, dolly and camera stabilizer](#)

[Exercise – demo and hands-on Grip knot tying](#)

[Review lesson materials on-line](#)

[On-Line Quiz – complete on-line quiz for Class 5](#)

WEEK SIX LOCATION SOUND, CAMERA SETTINGS, VIDEO VILLAGE

[First Instructor Assessment of individual students delivered](#)

[Review and expansion of Sound Department jobs, functions and protocols](#)

[Introduction to sound fundamentals](#)

[Introduction to on-set sound equipment](#)

[Exercise – demonstration and hands-on experience with on-set sound equipment and procedures](#)

[Camera Settings](#)

[Video Village equipment and set-up](#)

[Review lesson materials on-line](#)

[On-Line Quiz – complete on-line quiz for Class 6](#)

WEEK SEVEN ON-SET ART DEPARTMENT, SCRIPT SUPERVISOR

[Quiz #2](#)

[Review and expansion of On-Set Art Department jobs and protocols, including Set Dressers, Props, Hair, Make-up, Wardrobe](#)

[Exercise – demonstration and hands-on special effects make-up](#)

[Script Supervisor and continuity procedures and exercise](#)

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 7

WEEK EIGHT SHOOTING EXERCISE

Review Quiz #2

Exercise – Shooting exercise integrating camera operation, grip, electric, art departments

WEEK NINE FIELD TRIP

Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electric rental house.

WEEK TEN FILM INCENTIVES, PRODUCTION INSURANCE, LOCATIONS AND CASTING SESSIONS

Second Instructor Assessment of individual students delivered

Quiz #3

Basic information about the Georgia Film Incentives, particularly as related to jobs in the industry

Basic information about production insurance

Locations Department including procedures, job duties, forms

Introduction to Casting Department procedures, forms

Exercise – casting session simulation

Exercise – script supervisor simulation

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 11

WEEK ELEVEN GENERATOR OPERATION; RADIOS, PA JOBS

Review Quiz #3

Introduction to generator operation including electrical basics, generator structure, distribution

Exercise – generator operation demonstration

Introduction to radio use and operation on set

Functions and jobs of on-set and office PAs

Review lesson materials on-line

On-Line Quiz – complete on line quiz for Class 11

WEEK TWELVE FIELD TRIP

Class will take a field trip to a relevant facility, including such spaces as: soundstage, prop or wardrobe warehouse, grip/electric rental house.

WEEK THIRTEEN PRODUCTION OFFICE, POST- PRODUCTION, SELF-MARKETING

Production Office jobs, procedures

Post-Production jobs, workflow

Self-marketing tools and techniques

Resumes

Business Cards

Websites

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 13

WEEK FOURTEEN PRE-PRODUCTION AND ALL-DAY PRODUCTION

Pre-Production: production meeting for all-day production, location scout

Production – All class members will participate in an all-day production shoot, 12 hours on-set, on Saturday

WEEK FIFTEEN INDUSTRY SPEAKER, PREVIEW COURSE II, SCREEN “MASTERS OF THE LIGHT”

Guest Speaker from Industry

Final Instructor Review of Individual Students delivered

Preview Course II

Debrief All-Day Production

Screen "Masters of the Light" acknowledged as the seminal visual presentation about cinematography

WEEK SIXTEEN FINAL EXAM

Final Exam

COURSE II

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Course Description

This course is the second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in Course I will form a foundation for students to be able to perform at an entry-level on working productions.

This course will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. Because of the compressed and sometimes unusual scheduling nature of film production, students must have flexibility in their own schedules to be able to work on these projects.

The course will be structured as a seminar/practicum (?). There will be four scheduled full-class meetings with defined topics. Other meeting times will be as arranged and will focus on efforts required to produce at least two shooting projects.

Course Objectives

The primary objective of this course is to provide hands-on experience in "Real World" projects which will provide students with a vehicle to both increase and solidify their skills, add to their resumes and facilitate networking opportunities. These production opportunities will provide students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. Students will learn the job responsibilities and how to carry those out at an entry level of a variety of on-set jobs. Students will also have an opportunity network and build resumes to be able to market themselves in order to become integrated into the film industry as entry-level workers.

This course is not structured as a traditional film production or film studies classes. Students will not be making student films in the traditional sense, but will be participating as crew in hands-on positions on professional films.

This certificate program is a viable and proven first step toward a career in film production. Being able to join the film industry workforce will require additional on-set experience, facilitated through networking opportunities fostered by this program.

Productions

Course activities will center on the production of at least two shooting projects. Those projects will be carefully vetted to ensure that Producer(s) have film industry credentials indicating they have a level of recognized skill and experience, as well as possessing resources sufficient to create a project with high production value. Producers will also be required to integrate students in productive, active roles on-set

and in pre-production. The objective will be to maintain high levels of professionalism and production value for the benefit of both the students and the productions.

Students will constitute "Production Teams" that will work with Producers et al in the pre-production process, in such areas as production meetings, budgeting, script breakdown, shot lists, location scouting, casting (if necessary), table reads, rehearsals, art department pre-production, assembling grip, electric, sound and camera packages, assembling a crew, production scheduling and physical production.

From start to finish, these projects will consume several weeks. Pre-production tasks will be scheduled to meet the needs of the productions and will involve different groups of students working in several different departments. Physical production will include the bulk of the students.

The entire production process will be conducted in the manner of a professional film project. As noted, just as with professional film productions, this process will require flexibility on the part of students. In other words, this course will replicate the actual production environment of a film.

Safety

Students will receive a 10-hour certified OSHA 10 training package that has a custom-designed film emphasis. This course has the same elements as training utilized by the film unions in Georgia and New Mexico.

Job number one on any set and on any production is safety. An unsafe worker will not work for long, therefore this course and the entire program stresses safety in every element. Students will be expected to adhere to safety rules and procedures just as if they were on a working set.

Disclaimer

Schedules are likely to change, sometimes with very little notice. While the program will strive to minimize such changes, they will occur. A big factor in being a successful film worker is coping with change. Even multi-million dollar films will generate serious changes effecting hundreds of workers, locations, actors, and equipment at a cost of tens of thousands of dollars. This class will help you get accustomed to working in that world.

Required Materials:

"KIT" – multi-tool, small flashlight, leather-palmed gloves, pocket notebook, shoes with toes

Personal Computer – laptop is best; used for communication, scheduling, forms generation, etc.

Assignments

The course will feature three types of assignments:

1. Four in-class sessions
2. Pre-production, as determined by each production
3. Physical production – i.e. shooting project

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Grading

100% of your final grade will be determined by how well you progressed in the class toward becoming a professional film worker.

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|---|-----|
| 4. Professionalism – | 40% |
| <u>Attendance, on-time performance, being prepared for production assignments; being productive, positive, and cooperative with your fellow crew members/students, others on a working set;</u> | |
| 5. Participation – | 30% |
| <u>Working effectively and efficiently, "stepping up", doing an assigned pre-production or on-set job always to the best of your ability, demonstrated application of skills learned;</u> | |
| <u>These first two criteria will be facilitated through instructor observation, utilizing an established evaluation tool;</u> | |
| 6. Quizzes: two on-line, (5%/each) | 10% |
| 7. OSHA 10 Exam | 20% |

Students will also have the opportunity to provide an evaluation of the course at its conclusion.

Course Calendar

WEEK ONE INTRODUCTION TO COURSE, FILM PRE-PRODUCTION PROCESSES/JOBS

The structure of the course and the overall program, student and instructor goals, expectations and responsibilities;

The pre-production and production process for the course; jobs, responsibilities, time-frames;

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 1

WEEK TWO OSHA 10 TRAINING PART 1

Five Hours

WEEK THREE OSHA TRAINING PART 2

Five Hours

OSHA Exam

WEEK FOUR LOCATIONS, PROJECT PRE-PRODUCTION

Production meetings, script breakdown review

Specific Locations procedures, forms ("Tool Kit")

Production Insurance

Production software: production schedule, call sheet, shot list

Review lesson materials on-line

On-Line Quiz – complete on-line quiz for Class 4

WEEKS FIVE THROUGH 16 PRE-PRODUCTION AND PRODUCTION

Class meetings, production meetings, and physical production as required

Instructor evaluations will be delivered after each production

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COMPARISONS TO USG AND TCSG PROGRAMS

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USG REQUIREMENTS

ASSOCIATES PROGRAMS:

60+ hours

Associate of Arts transfer degrees have a maximum of 60 semester hours.

No requirement for upper-division courses.

MAJOR PROGRAMS (B.A., B.F.A.):

21+ hours of upper division courses in the major field

39+ hours of upper division work overall.

MINOR PROGRAMS:

15-18 hours

9 hours upper-division coursework

Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor.
Core Area F courses may be counted as coursework in the minor. No interdisciplinary requirements.

CURRENT UWG FILM STUDIES MINOR PROGRAM CURRICULUM INTERDISCIPLINARY: HOUSED IN COAH*

Requirements

FILM 2080: Introduction to the Art of Film (3 hours)

FILM 2100: History and Theory of Film (3 hours)

3000/4000-level electives* (12 hours)

Sample 3000-4000 courses:

HIST 4485: History in Film (Special Topics)

PHIL 3160: Philosophy in Literature and Film

FILM 3200: Screenwriting

ENGL 4109: Film as Literature

ENGL 4106: Studies in Genre

PORT 3111: World Film

PORT 4485: Topics in National Film

FREN 4210: French Literature and Film

GRMN 4220: German Culture Through Film

GRMN 4240: Mystery & Horror in Lit & Film

GRMN 4250: Contemporary German Cinema

SPAN 4200: Spanish Literature and Film

PSYC 4085: Psychology and Film

THEA 3290: Costume Design

THEA 4485: Acting for the Camera (Special Topics)

FILM 4081: Independent Study

GWINNETT TECHNICAL COLLEGE

GEORGIA FILM ACADEMY CERTIFICATION

FILM 1100 – Introduction to On-Set Film Production (6 credit hours)

With an emphasis on the film industry in Georgia, this introductory course offers students an opportunity to learn the fundamental skills to work within the film industry. Topics include the phases of production, roles and responsibilities of a film crew, requirements in the production environment, entry-level skills for production crew members from lighting and sound to camera operation and cinematography. This is the first of two courses required for students to earn a technical certificate of credit in the Georgia Film Academy On-Set Production Assistant Program.

FILM 2100 – Practicum (12 credit hours)

After completing the FILM 1100 class, students are eligible to enroll in the second part of the technical certificate of credit program FILM 2100. This course provides students an on-set experience to demonstrate techniques learned in the initial Georgia Film Academy course with an emphasis on practicing production assistant skills in a hands-on situation under the supervision of a film industry professional.

**COLUMBUS STATE UNIVERSITY
HOUSED IN DEPARTMENT OF COMMUNICATION**

GEORGIA FILM ACADEMY CERTIFICATION

COMM 1115 On-Set Film Production I (6 hours)

Course Description: The first of a two-course certificate program which provides an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures.

COMM 2498 On-Set Film Production II (12 hours)

Course Description: The second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures.

MAJOR IN COMMUNICATION

Standard requirements, GFA courses not in established curriculum

CLAYTON STATE UNIVERSITY
HOUSED IN DEPARTMENT OF VISUAL AND PERFORMING ARTS

GEORGIA FILM ACADEMY CERTIFICATION

Georgia Film Academy I (6 hours)

The first course will teach you everything you need to understand about the rules of working on a set, such as: Film production, organizational structure, job descriptions and duties in various film craft areas, names uses and protocols related to various pieces of professional on-set film equipment.

Georgia Film Academy II (12 hours)

The second course will teach you to work on the set of an independent production, including: Participating as crew in hands on positions on professional films, reporting to experienced professionals in key positions on set, as well as the job responsibilities, and how to carry those out, at an entry level of a variety of positions.

ASSOCIATES IN FILM PRODUCTION

60 credit hours

48 credits of core curriculum

18 credits to fulfill the film production requirements.

MAJOR IN FILM PRODUCTION

Above +

27 Required hours in Core Area F

6-9 hours in Experiential/Internships

18-21 Hours of Electives

All include both Studies (Criticism) and Production Options

Students will

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1. Identify and describe how gendered and sexual codes are utilized in cultural texts.
2. Demonstrate the ability to use critical thinking skills to interrogate cultural assumptions regarding gender and sexuality.
3. Describe and evaluate, orally and in writing, the role of cultural differences on literary, cinematic, theatrical, and artistic portrayals of gender and sexuality.

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4. Describe and evaluate, orally and in writing, contemporary attitudes and representations of gender and sexuality in a broader historical context.

5. Demonstrate an awareness of prevailing theories used to analyze gender and sexuality in the Humanities.

6. Analyze and evaluate, orally and in writing, gendered and sexual codes through a diverse set of lenses, including race, class, sexual orientation, and ethnicity.

III. Contribution to University Mission

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The proposed minor in Gender and Sexuality conforms to the values outlined in the University Mission Statement in the following ways:

- The content and methodology is “grounded in a strong liberal arts curriculum,” being drawn from the disciplinary areas of the College of Arts and Humanities and open to further inclusion from departments in other colleges.
- The program’s emphasis on the identity-formative elements of gender and sexuality, the importance of intercultural analysis, and respect for human diversity bring to the students and community “broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning” and

promote the “[a]ffirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.”

- The learning outcomes of the program, which emphasize oral and written communication and the application of analytic methodologies grounded in the Humanities to contemporary social issues “foster the development of effectiveness in communication, critical and independent thinking, problem solving” and nurture “practices that embody the ideals of an open democratic society and that cultivate an environment of collegiality.”

IV. Contribution to UWG Strategic Plan

- **Academic Programs Balancing Liberal Arts with Professional Preparation:** Through the study of diversity in gender and sexuality students will be better prepared to interact with diverse coworkers and clients, demonstrating greater sensitivity and respect. Further, the intercultural emphasis of the program prepares “students to be ethically responsible and civically engaged professionals in the global economy of the 21st century” (Goal 1).
- **A Campus that is Safe, Engaging, and Exciting:** An overall campus culture that recognizes the study of gender diversity and sexual diversity in official academic programs sends a message of respect and inclusion that promotes, for example, the safety of students from the GLBTQ community;

and offers this community more opportunities for meaningful engagement with the broader university.

- **Meaningful Engagement with Off-campus Communities:** As mentioned above, an important aim of the program is to create an environment in which faculty, staff, and students can better educate the off-campus community in issues of gender and sexuality.

IV.—Contribution to Quality Enhancement Plan (QEP): The emphasis on advanced writing skills in Learning Outcomes 3, 4, and 6 contributes to the improvement of undergraduate writing that is the goal of the QEP.

V.—Contribution to College of Arts and Humanities Mission:

The proposed minor in Gender and Sexuality Studies supports all of the core values outlined in the “COAH Guiding Principles and Procedures.” However, it contributes in particular to the following:

- cultivating a rich, multi-faceted liberal arts curriculum;
- encouraging creative and scholarly collaboration across disciplinary boundaries;
- imparting the broad knowledge and fostering the critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
- emphasizing disciplinary rigor;
- fostering effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology;
- creating a learning community dedicated to instructional excellence in which close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body;

- affirming the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff, thereby promoting practices that embody the ideals of an open democratic society.

VI.—Required Courses:

The proposed minor in Gender and Sexuality Studies is interdisciplinary in that it requires students to complete coursework in multiple fields in the Humanities that apply an analytical framework from Gender Studies.

The minor requires 15 credit hours, of which no more than 6 hours can be at the 2000 level and of which at least 3 hours must be at the 4000 level. Required Course: XIDS 2100: Introduction to Gender Studies (3 hours)

Electives—12 hours (four of these must be taken in AT LEAST two different disciplines). Electives must be approved by the program director.

[Redacted]

[Redacted]

Sample of Existing Courses that Potentially Fulfill Elective Requirement:

ENGL 2190/4185: Studies in Literature by Women

ENGL 4385: Special Topics

XIDS 2100: Arts and Ideas

FORL 2300—Topics in National Literatures

FORL 4185—Topics in Lang and Literature

FREN 4785—Special Topics in French

SPAN 4785—Special Topics in Spanish

GRMN 4785—Special Topics in German

FORL 3111—World Film

FORL 4485—Topics in National Film Traditions

THEA 4485—Special Topics in Theater

HIST 4423—Women & Gender in Ancient World

HIST 4467—Women in American History to 1890

HIST 4468—Women in American History Since 1890

HIST—Special topics?

PHIL 4130—Feminist Philosophy

PHIL 4240—Philosophy of Friendship/Love

Coursework outside the College of Arts and Humanities may be petitioned for credit towards the minor in Gender and Sexuality Studies as long as there is significant content and/or methodology related to the Humanities and/or Fine Arts.

Course View (Read Only)

Attachments

Current File: Islamic Thought syllabus.pdf

Originator

English and Philosophy Department
Department

College of Arts and Humanities
College

Kellison, Rosemary
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments
Senate Action Item

Course Details

PHIL 3230 Islamic Thought
Prefix Number Course Title

This course examines the development of Islamic thought from the lifetime of Muhammad to the present day. Some of the areas of thought to be addressed in the course include theology, ethics, law, philosophy, and politics. A major focus of this course is to draw connections between theoretical developments in the history of Islamic thought and contemporary events in the Islamic world.

Course Catalog Description

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

Prerequisites

None.

Corequisites

None.

Rationale

The Philosophy Program currently offers a course in Christian Thought (PHIL 3220). Offering a course in Islamic Thought will complement and diversify our upper-level Religion offerings. By exposing students to non-Western and non-Christian philosophy, this addition supports the Philosophy Program student learning objective of ability to discuss the general historical development of the discipline of philosophy. It also aligns with the University of West Georgia's strategic plan value of inclusiveness. This course will serve as an upper-level elective for students in the general Philosophy major as well as the Philosophy major's Religion and Pre-Law concentrations.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO

Present or Projected Annual Enrollment: 25

Comments

Sample syllabus attached (from test run of this course, taught as a Special Topics section in Fall 2014).

Attachments

Current File: [Islamic Thought syllabus.pdf](#)

College Approvals

Meg Pearson [APPROVED 2016-02-10]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-03-04]

Dean, College of Arts and Humanities

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Professor Dr. Rosemary Kellison

Contact rkelliso@westga.edu;
678.839.5514

Office TLC 2245

Office Hours Tues/Thurs 9–10:50am
Weds 9am–12pm & 1–4pm,
and by appointment

English & Philosophy Dept.
678.839.6512

Meeting Time TR 11 am–12:20 pm

Classroom Humanities 205

ABOUT THIS COURSE

Course Description

In this course, we will examine some of the most important historical developments in Islamic thought, focusing especially on the areas of Islamic theology, jurisprudence and ethics, and political theory. In each case, we will consider premodern and modern thinkers. A major focus of the course will be to draw connections between these theoretical developments and themes and contemporary events in the Islamic world, including the emergence of modern Islamic republics, the rise of Islamism in its political and militant forms, the Arab Spring, and contemporary theological and legal debates between Muslims.

Course Objectives

Upon successful completion of this course, students will be able to:

- recognize and describe basic vocabulary of Islamic thought;
- describe the arguments of several significant Islamic thinkers;
- give a critical account of the development of major trends and debates in Islamic thought;
- and understand some of the ways in which trends in Islamic thought have influenced historical and political

These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by enabling students better to:

- discuss the views of at least three major historical figures of philosophy
- identify and critically describe different philosophical positions and issues in oral and written communications;
- and exhibit critical thinking skills.

COURSE MATERIALS

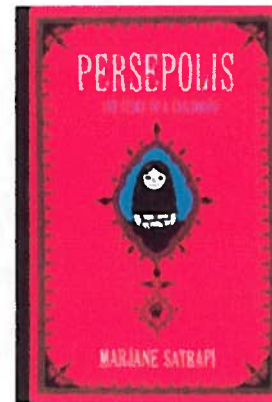
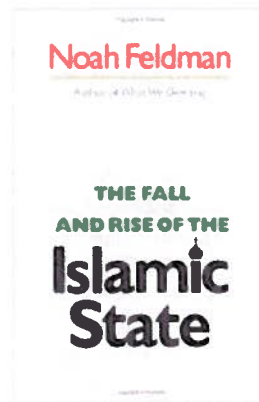
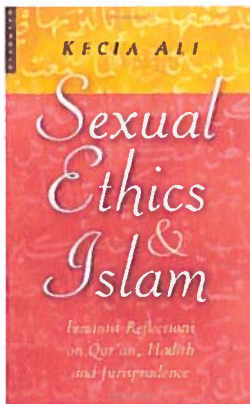
Required Texts:

Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith and Jurisprudence, by Kecia Ali (OneWorld, 2006) ISBN 978-1851684564

The Fall and Rise of the Islamic State, by Noah Feldman (Princeton, 2012) ISBN 978-0691156248

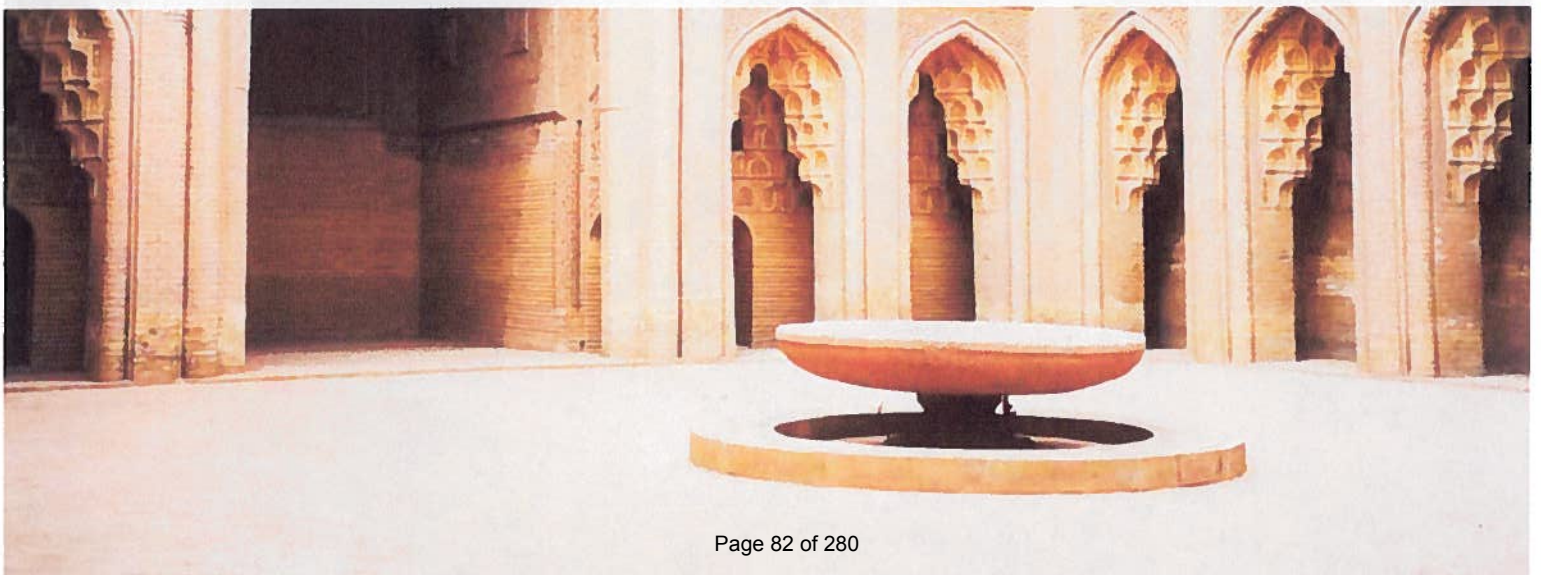
Persepolis: The Story of a Childhood, by Marjane Satrapi (Pantheon, 2004) ISBN 978-0375714573

All other readings will be made available on our CourseDen website. You should also familiarize yourself with the website quran.com, which offers a free English translation of the Qur'an.



COURSE POLICIES

Students should visit http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf to review university policies each semester, because these statements are updated as federal, state, university, and accreditation standards change. There you will find information pertaining to accommodations for students with disabilities, UWG's email policy, UWG's Honor Code, and UWG's credit hour policy. Please let the professor know if you have questions regarding any of these policies. Any student wishing to receive honors credit for this course must get the approval of the professor and complete all the necessary paperwork within the first week of class; Honors Contracts are due to the Honors College by Sept. 5.



ASSESSMENT

Your final grade in this course will be made up of the following components:

Participation and Attendance (20%) To earn an excellent participation grade, you should:

- come to class on time each day. When you are not in class, you cannot participate, and so a high number of absences, late arrivals, and/or early departures will lead to a lower Participation grade.
- be attentive during class. Avoid using your cellphone or laptop, texting, visiting websites, sleeping, sending emails, or talking to students around you during class.
- bring the assigned reading to class and be prepared to reference it.
- participate in class discussions in a way that demonstrates familiarity with and critical thinking about the assigned readings and shows respect for fellow classmates.

Regular attendance is expected in this course. I will take attendance each day. Documentation must be provided for an excused absence. After two unexcused absences, each additional absence will result in a 1-point deduction from your Participation and Attendance grade. Repeatedly coming late to class will result in similar deductions.

Daily Reading Assignments (30% = 23 * 1.3% each) Very brief assignments will be completed while doing the assigned reading for each class day. These assignments are intended to help you become a more critical reader and to prepare you for informed participation in class discussion. Reading assignments will consist of one or two brief questions about the assigned reading. Twenty-six reading assignments will be assigned throughout the semester. Your lowest three grades will be dropped, meaning that 23 assignments will count toward your final grade. Reading assignments will be due every class day at 11:00 a.m. and will deal with the reading assigned for that day. Reading assignments will be submitted online through CourseDen. Because you are required to complete only 23 of 26 reading assignments, no late reading assignments will be accepted without a documented excuse. There will be no exceptions to this policy.

Final Paper (50%: 3% for topic submission, 7% for annotated bibliography, 15% for first draft, 25% for final draft) Throughout the semester, you will work on a 10–12-page final paper dealing with a topic of your choosing relevant to Islamic thought (including ethics, law and jurisprudence, political theory, scriptural interpretation, or theology). The components of the final paper assignment are as follows:

- Topic: A suggested topic for your final paper, including a statement of what specific question you plan to answer in your paper, must be submitted on CourseDen by 11:00 a.m. on Tues., Sept. 23. Some ideas for possible topics can be found on the final page of this syllabus.
- Annotated Bibliography: A preliminary bibliography for your paper must be submitted on CourseDen by 11:00 a.m. on Tues., Oct. 14. This bibliography must include at least four scholarly sources; at least two of these sources must be sources outside of our course required reading list. A short description of each source and its relevance to your paper must be included.
- First Draft: A polished, complete draft of your paper is due on CourseDen at 11:00 a.m. on Tues., Nov. 18.
- Final Draft: The final draft of your paper is due on CourseDen at 11:00 a.m. on Mon., Dec. 8. The final draft must incorporate revisions suggested on your first draft.

Late submissions of any final-paper assignments will be penalized 10% per day late. Note that your submissions will be analyzed using plagiarism-detection software; plagiarism will not be tolerated and will result in a grade of 0. Failure to attend the class discussion of final papers on Tues., Dec. 9 (11:00 a.m.–1:00 p.m.) will result in a 10-point penalty to your final paper grade. You should come prepared to speak about your paper for about 5 minutes and to answer questions from classmates.

Grading Scale: A: 90–100; B: 80–89; C: 70–79; D: 60–69; F: 0–59

Date **Reading/Assignment**

Basic Introduction to Islam and the Qur'an

T 8/26	Course syllabus
R 8/28	Daniel W. Brown, "The Life of Muhammad" (2009)
T 9/2	M. A. S. Abdel Haleem, "Qur'an and Hadith" (2008) Daniel A. Madigan, "Themes and Topics" (2006)
R 9/4	Qur'an suras 1, 16:1–53, 19:1–50, 87, 112 (7 th c.)

Selected Issue in Theology: God, Morality, and Reason

T 9/9	George F. Hourani, "Two Theories of Value in Early Islam" and "The Rationalist Ethics of 'Abd al-Jabbar" (1985)
R 9/11	'Abd al-Jabbar, "On Rational Interpretation of Scripture" and "Mu'tazili Five Principles" (11 th c.)
T 9/16	George F. Hourani, "Ash'ari" (1985) al-Ash'ari, <i>Kitab al-Luma'</i> (ch. 3) (10 th c.)
R 9/18	al-Ash'ari, <i>Kitab al-Luma'</i> (chs. 5 & 7) (10 th c.)
T 9/23	Ibn Sina (Avicenna)'s "Essay on the Secret of Destiny" (trans. by G. Hourani) (11 th c.) <i>Final Paper Topic Due</i>
R 9/25	George F. Hourani, "Ibn Sina's 'Essay on the Secret of Destiny'" (1985) Ibn Sina, "On Governance" (paras. 1–23) (11 th c.)

Basic Introduction to Islamic Law

T 9/30	al-Shafi'i, <i>Risala</i> (chs. II & XI–XIII) (9 th c.)
R 10/2	Wael B. Hallaq, "Who's Who in the Shari'a" and "The Law: How Is It Found?" (2009)

Selected Issues in Law: Sexual Ethics and Corporal Punishment

T 10/7	Kecia Ali, <i>Sexual Ethics and Islam</i> (Intro & chs. 1–2) (2006)
R 10/9	<i>No Class—Instructor at Conference</i>
T 10/14	Kecia Ali, <i>Sexual Ethics and Islam</i> (chs. 3–5) (2006) <i>Annotated Bibliography Due</i>
R 10/16	Kecia Ali, <i>Sexual Ethics and Islam</i> (chs. 6–9) (2006)
F 10/17	<i>Last Day to Withdraw with a Grade of "W"</i>

The Idea of an Islamic State

T 10/21	Abdullahi an-Na'im, "Criminal Justice" (1990)
R 10/23	Noah Feldman, <i>The Fall and Rise of the Islamic State</i> (Intro pgs. 1–15, Parts I & II) (2012)
T 10/28	Albert Hourani, "Muhammad 'Abduh" (1983)
R 10/30	Sayyid Qutb selections (1964–65)
T 11/4	Noah Feldman, <i>The Fall and Rise of the Islamic State</i> (Part III & Conclusion) (2012)

COURSE CALENDAR CONT. (subject to change with advanced notice)

Date	Reading/Assignment
Iran: A Shi'i Islamic State	
R 11/6	Ayatollah Ruhollah Khomeini, "Islamic Government" (1970) Start reading Marjane Satrapi, <i>Persepolis</i> (2004)
T 11/11	Marjane Satrapi, <i>Persepolis</i> (2004)
The Rise of Sunni Militant Islamism	
R 11/13	Usama bin Laden, "Declaration of War against the Americans Occupying..." (1996) Muhammad 'Ata, "Final Instructions [to the 9/11 Hijackers]" (2001)
T 11/18	Islamic State (ISIS), "This Is the Promise of Allah" (2014) "Open Letter on ISIS" (signed by various Islamic scholars) (2014) <i>First Draft of Final Paper Due</i>
Contemporary Debates between Muslim Democrats & Islamists: Understanding the Arab Spring	
R 11/20	Abdullahi an-Na'im, "Why Muslims Need a Secular State" (2008)
T 11/25	<i>Thanksgiving Break</i>
R 11/27	<i>No Class</i>
T 12/2	Hasan al-Banna, "Toward the Light" (1937) & "Timeline: Arab Spring" In class: watch <i>The Square</i>
R 12/4	Noah Feldman, <i>The Fall and Rise of the Islamic State</i> (pgs. xi–xl) (2012) Benny Avni, "The Arab Spring Has Sprung" (2014)
M 12/8	<i>Final Paper Due 11:00 a.m.</i>
T 12/9	<i>Discussion of Final Papers 11:00 a.m.–1:00 p.m.</i>

Possibilities for final paper topics include, but are not limited to, critical analysis of the following:

Central themes/issues in Islamic theological thought, such as apostasy, blasphemy, and heresy; monotheism and *tawhid*; justice; the significance of Muhammad's *sunna*; the afterlife; eschatology and/or messianism; etc.

The development of Islamic thought regarding some specific topic or issue, such as democracy, human rights, the caliphate, education, *jihad*, etc.

Similarities and/or differences between Sunni, Shi'i, and Sufi forms of practice

Significant contemporary Islamic thinkers, such as Muslim democrats like Abdullahi an-Na'im, Khaled Abou El Fadl, or Tariq Ramadan; jurists like Yusuf al-Qaradawi; or Islamist organizations

Significant historical Islamic thinkers, such as al-Shafi'i, al-Ash'ari, al-Ghazali, Ibn Taymiyya, Muhammad Abduh, Muhammad Rashid Rida, etc.

Connections between Islamic thought and historical/political episodes like the Palestinian-Israeli conflict, the Iranian Revolution, or the Arab Spring

Connections between Islamic thought and Muslim practices such as veiling (*hijab*), the pilgrimage (*hajj*), marriage, prayer, etc.

Challenges facing Muslim minority populations living in Europe and the West, such as the controversies over cartoon representations of Muhammad and veiling in public schools

Muslim interpretations of the Hebrew Bible and New Testament

Early, medieval, or contemporary Muslims' interactions with thinkers of other religious traditions

Debates among Muslims over how to interpret and apply various aspects of shari'a

Different ways Muslims have interpreted some Qur'anic passage

Program View (Read-Only)

Originator

College of Arts and Humanities

English and Philosophy Department

Kellison, Rosemary

College

Department

Originator

What would you like to do?

Add New Program Modify Existing Program Deactivate Existing Program Terminate Existing Program

Program Reactivate Existing Program

Modifications

Program Name Program Description Degree Name See Details

Senate Action Item (See Procedure)

Program Selection

College of Arts and Humanities

Minor in Religion

College

Program

Minor in Religion

Program Name

Minor

Degree Name

On Campus

Program Location

Fall

Effective Semester/Year

Undergraduate

Degree Level

2016

Modification Details

1. Remove PHIL 3170 (Asian Philosophy) as an elective option for the Religion minor.
2. Add PHIL 3230 (Islamic Thought) as an elective option for the Religion minor.
3. Change catalog description of the Minor in Religion to read: Eighteen (18) hours including PHIL 2010, 2020, 2130, plus three (3) courses chosen from the following, at least two (2) of which must be PHIL courses: PHIL 3205 Theories of Religion, PHIL 3220 Christian Thought, PHIL 3230 Islamic Thought, PHIL 4220 Hermeneutics, PHIL 4230 Philosophy of Religion, ANTH 4170 Myth, Magic and Religion, HIST 4478 American Religion to 1800, HIST 4479 American Religion Since 1800, PSYC 4130 Eastern and Transpersonal Psychologies, SOCI 3543 The Sociology of Religion.

(Max 4000 characters)

Rationale

1. We have submitted a request to delete the course PHIL 3170 due to its not having been offered for several years.
2. We have submitted a request to add the course PHIL 3230 to our curriculum. Because the course focuses on Islamic thought, it is a relevant addition to our Religion minor program.

(Max 4000 characters)

SACSGOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to sjenks@westga.edu

Check all that apply to this program

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

Comments

These modifications are to the requirements for this minor as well as to the catalog description.

(Max 4000 characters)

College Approvals

Other Approvals

Final Approval

Pauline Gagnon [APPROVED 2016-03-04] Dean, College of Arts and Humanities	Cale Self [APPROVED 2016-03-10] Chair, Undergraduate Programs Committee	Myrna Gantner [REQUIRED] Final Approver
Meg Pearson [APPROVED 2016-02-15] Chair, Course Department		

Program View (Read-Only)

Attachments

Current File: BA Philosophy.docx

Originator

College of Arts and Humanities College	English and Philosophy Department Department	Kallison, Rosemary Originator
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What would you like to do?

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

Modifications

Program Name
 Program Description
 Degree Name
 See Details

Senate Action Item (See Procedure)

Program Selection

College of Arts and Humanities College	Bachelor of Arts with a Major in Philosophy Program	On Campus Program Location	Undergraduate Degree Level
Bachelor of Arts with a Major in Philosophy Program Name		Fall Effective Semester/Year	2016
Bachelor of Arts Degree Name			

Modification Details

1. Remove PHIL 3170 (Asian Philosophy) as an option for Category D of the major.
 2. Add PHIL 3230 (Islamic Thought) as an option for Category D of the major.
 3. See attached file with new catalog description of this major, with changes highlighted in yellow.

(Max 4000 characters)

Rationale

1. We have submitted a request to delete PHIL 3170 due to its not having been taught for several years.
 2. We have submitted a request to add PHIL 3230 to our curriculum. This course focuses on religion, so it is relevant to category D of the Philosophy major, which is comprised of courses having to do with religion.
 3. The catalog description change to the title of PHIL 3205 reflects the request we have submitted to change the title of that course.

(Max 4000 characters)

Attachments

Current File: BA Philosophy.docx

SAGSOGC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
 Send questions to slenks@wvstate.edu

Check all that apply to this program

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

Comments

These modifications apply to both the catalog description and the requirements to complete this major.

(Max 4000 characters)

College Approvals

Meg Pearson [APPROVED 2016-02-15]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-03-04]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

B.A. Degree with a Major in Philosophy

Requirement	Hours
<u>Core Areas A, B, C, D, E</u>	42
Core Area F	18
<u>PHIL 2010</u>	3
<u>PHIL 2020</u>	3
<u>PHIL 2030</u>	3
Additional Humanities Course	3
Foreign Language through 2002	3-6
	15
Upper-Division Major Courses	
<u>PHIL 3100</u> Ancient and Medieval Philosophy	3
<u>PHIL 3110</u> Modern Philosophy	3
<u>PHIL 4300</u> Senior Seminar	3
Choose one (1) course from the following:	3
<u>PHIL 3120</u> American Philosophy	
<u>PHIL 4150</u> Analytic Philosophy	
Choose one (1) course from the following:	3
<u>PHIL 3140</u> Existentialism	
<u>PHIL 4100</u> Phenomenology	
Choose an additional six (6) courses, with a minimum of one (1) course from each of the following areas:	18
A <u>PHIL 3120</u> American Philosophy	
<u>PHIL 3301</u> History and Philosophy of Science	
<u>PHIL 4150</u> Analytic Philosophy	
<u>PHIL 4160</u> Symbolic Logic	
B <u>PHIL 3140</u> Existentialism	
<u>PHIL 3160</u> Philosophy in Literature and Film	
<u>PHIL 4100</u> Phenomenology	
<u>PHIL 4220</u> Hermeneutics	
<u>PHIL 4240</u> Philosophy of Friendship and Love	
C <u>PHIL 4110</u> Philosophy of Law	
<u>PHIL 4115</u> Political Philosophy	
<u>PHIL 4120</u> Professional Ethics	
<u>PHIL 4130</u> Feminist Philosophy	
D <u>PHIL 3170</u> Asian Philosophy	
<u>PHIL 3205</u> Theories of Religion	
<u>PHIL 3220</u> Christian Thought	
<u>PHIL 3230</u> Islamic Thought	
<u>PHIL 4230</u> Philosophy of Religion	
Minor (optional) and/or Electives	27
TOTAL	120

*No more than two variable-credit or independent-study courses may count toward the major.

Program View (Read-Only)

Attachments

Current File: BA Philosophy Pre-Law.docx

Originator

College of Arts and Humanities
College

English and Philosophy Department
Department

Kellison, Rosemary
Originator

What would you like to do?

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

Modifications

Program Name Program Description Degree Name See Details
Senate Action Item

Program Selection

College of Arts and Humanities
College

Program
Program

Bachelor of Arts with a Major in Philosophy, Pre-Law Track
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Arts
Degree Name

Fall
Effective Semester/Year

Modification Details

1. Remove PHIL 3170 (Asian Philosophy) as an option for category C of the major.
2. Add PHIL 3230 (Islamic Thought) as an option for category C of the major.
3. Please see the attached file for the modified catalog description of this major, with changes highlighted in yellow.

(Max 4000 characters)

Rationale

1. We have submitted a request to delete PHIL 3170 due to its not having been taught for several years.
2. We have submitted a request to add PHIL 3230 to our curriculum. This course focuses on religion, so it is relevant to category C of the Philosophy Pre-Law major, which is comprised of courses having to do with religion.
3. The catalog description change to the title of PHIL 3205 reflects the request we have submitted to change the title of that course.

(Max 4000 characters)

Attachments

Current File: BA Philosophy Pre-Law.docx

SAGSOG Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to slenks@westra.edu

Check all that apply to this program

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

Comments

These changes apply to the requirements for this degree program as well as its description in the catalog.

(Max 4000 characters)

College Approvals

Meg Pearson [APPROVED 2016-02-15]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-03-04]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

B.A. Degree with a Major in Philosophy, Pre-Law Track

Requirement	Hours	
<u>Core Areas A, B, C, D, E</u>	42	
Core Area F	18	
<u>PHIL 2010</u>	3	
<u>PHIL 2020</u>	3	
<u>PHIL 2030</u>	3	
Additional Humanities Course	3	
Foreign Language through 2002	3-6	
Upper Division Major Courses	18	
<u>PHIL 3100</u> Ancient and Medieval Philosophy	3	
<u>PHIL 3110</u> Modern Philosophy	3	
<u>PHIL 4300</u> Senior Seminar	3	
<u>PHIL 4110</u> Philosophy of Law	3	
<u>PHIL 4115</u> Political Philosophy*	3	
<u>PHIL 4120</u> Professional Ethics	3	
* <u>POLS 4601</u> or <u>POLS 4602</u> may be substituted for <u>PHIL 4115</u>		
Upper Division Elective Courses	15	
Choose 5 courses, with a minimum of 1 course from each of the following areas:		
A <u>PHIL 3120</u> American Philosophy		
<u>PHIL 3301</u> History and Philosophy of Science		
<u>PHIL 4150</u> Analytic Philosophy		
<u>PHIL 4160</u> Symbolic Logic*		
*Because Symbolic Logic enhances one's abilities in skills necessary for the LSAT, pre-law students are encouraged to take this course		
B <u>PHIL 3140</u> Existentialism		
<u>PHIL 3160</u> Philosophy in Literature and Film		
<u>PHIL 4100</u> Phenomenology		
<u>PHIL 4220</u> Hermeneutics		
<u>PHIL 4240</u> Philosophy of Friendship and Love		
C <u>PHIL 3170</u> Asian Philosophy		
<u>PHIL 3205</u> Theories of Religion		
<u>PHIL 3220</u> Christian Thought		
<u>PHIL 3230</u> Islamic Thought		
<u>PHIL 4230</u> Philosophy of Religion		
Minor (optional) and/or Electives	27	
TOTAL		120

Program View (Read-Only)

Attachments

Current File: BA Philosophy Religion.docx

Originator

College of Arts and Humanities
College

English and Philosophy Department
Department

Kellison, Rosemary
Originator

What would you like to do?

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

Modifications

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

Program Selection

College of Arts and Humanities
College

Program
Program

Bachelor of Arts with a Major in Philosophy, Religion Track

On Campus
Program Location

Undergraduate
Degree Level

Program Name

Program Location

Degree Level

Bachelor of Arts

Fall
Effective Semester/Year

2016

Degree Name

Effective Semester/Year

Modification Details

1. Remove PHIL 3205 and PHIL 3220 from the list of required upper division major courses.
2. Remove PHIL 3170 as an acceptable substitution for PHIL 3220.
3. Add an area D to the list of upper division elective courses. Add the following courses to area D: PHIL 3205, PHIL 3220, and PHIL 3230.
4. Change the requirement for upper division elective courses to: Choose 7 courses, with a minimum of 1 course from areas A, B, and C; and with a minimum of 2 courses from area D.
5. See the attached document for the changed language for the catalog, with changes highlighted in yellow.

(Max 4000 characters)

Rationale

1. We have submitted a request to delete the course PHIL 3170, as it has not been offered for several years.
2. We have submitted a request to add the course PHIL 3230, which is relevant to the Religion track. Students now have more upper-level options in Religion, which is why we have added area D to give students a choice of which Religion courses to take.

(Max 4000 characters)

Attachments

Current File: BA Philosophy Religion.docx

SAGSOG Substantive Change

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

Check all that apply to this program

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

Comments

These changes apply to the catalog description as well as the requirements for this course.

(Max 4000 characters)

College Approvals

Meg Pearson [APPROVED 2016-02-15]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-03-04]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

B.A. Degree with a Major in Philosophy, Religion Track

Requirement	Hours	
<u>Core Areas A, B, C, D, E</u>	42	
Core Area F	18	
<u>PHIL 2010</u>	3	
<u>PHIL 2020</u>	3	
<u>PHIL 2030</u>	3	
<u>PHIL 2130</u>	3	
Foreign Language through 2002	3-6	
Upper Division Major Courses	12	
<u>PHIL 3100</u> Ancient and Medieval Philosophy	3	
<u>PHIL 3110</u> Modern Philosophy	3	
<u>PHIL 4300</u> Senior Seminar	3	
<u>PHIL 3205</u> Religious Texts	3	
<u>PHIL 3220</u> Christian Thought*	3	
<u>PHIL 4230</u> Philosophy of Religion	3	
*Students may take <u>PHIL 3170</u> Asian Philosophy in place of <u>PHIL 3220</u> .		
Upper Division Elective Courses	21	
Choose 7 courses, with a minimum of 1 course from areas A, B, and C; and with a minimum of 2 courses from area D:		
A <u>PHIL 3120</u> American Philosophy		
<u>PHIL 3301</u> History and Philosophy of Science		
<u>PHIL 4150</u> Analytic Philosophy		
<u>PHIL 4160</u> Symbolic Logic		
B <u>PHIL 3140</u> Existentialism		
<u>PHIL 3160</u> Philosophy in Literature and Film		
<u>PHIL 4100</u> Phenomenology		
<u>PHIL 4220</u> Hermeneutics		
<u>PHIL 4240</u> Philosophy of Friendship and Love		
C <u>PHIL 4110</u> Philosophy of Law		
<u>PHIL 4115</u> Political Philosophy		
<u>PHIL 4120</u> Professional Ethics		
<u>PHIL 4130</u> Feminist Philosophy		
D <u>PHIL 3205</u> Theories of Religion		
<u>PHIL 3220</u> Christian Thought		
<u>PHIL 3230</u> Islamic Thought		
Minor (optional) and/or Electives	27	
TOTAL		120

Course View (Read Only)

Attachments

Current File: HIST 4232 The Enlightenment Syllabus.pdf

Originator

History Department	College of Arts and Humanities	Lipp, Charles
Department	College	Originator

What would you like to do?

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

Modifications

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

Course Details

HIST	4232	The Enlightenment
Prefix	Number	Course Title

An exploration of the movement that dominated intellectual and cultural developments in 18th century Europe, seen within its broader political, social, and economic context.

Course Catalog Description

3.0		3.0	Fall - 2016	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

(HIST 1111 or HIST 1112) and (HIST 2111 or HIST 2112)

Corequisites

Rationale

This class continues exploring some of the crucial issues discussed in the upper-level History class on the Reformation. It has been taught before as a History Department Topics class and generated student interest.

Planning Info

- Library Resources are Adequate
 - Library Resources Need Enhancement
- Is this a SACS substantive change? NO ▼ (See Policy)
- Present or Projected Annual Enrollment: 25

Comments

Empty comment box

Attachments

Current File: HIST 4232 The Enlightenment Syllabus.pdf

College Approvals

Howard Goodson [APPROVED 2016-02-16]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-02-24]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

HIST 4232: The Enlightenment

Dr. Charles Lipp Office: TLC 3217 E-Mail clipp@westga.edu Phone: 678-839-6039	Class Meets: TBA Office Hours: TBA
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Course Description:

This class explores crucial aspects of a pivotal intellectual, social and cultural movement that swept across 18th century Europe: the Enlightenment. Challenging a variety of inherited traditions, the Enlightenment has long been seen as a pivotal moment helping to establish our modern world. Over the course the semester we will encounter core figures and debates as well as how historians have interpreted these issues.

Learning Outcomes:

This class reinforces the following History Department Program Outcomes:

- To demonstrate general knowledge of world history and in-depth knowledge of a particular historical question.
- To recognize and to pose significant historical questions.
- To find useful primary sources.
- To analyze sources critically.
- To cite sources properly.
- To write in standard English.
- To construct a persuasive historical argument based on evidence.
- To think historically.

In addition, students who complete successfully all course assignments will demonstrate the following:

- A deeper understanding of crucial aspects of the Enlightenment, including background factors, major issues, and central figures.
- An understanding of how multi-variable process have functioned in the past through exploring the relationship between religious and social change.
- Increased skills at reading critically and analyzing primary sources.
- Increased abilities at crafting arguments, in both written and oral form.

Course Materials:**• Required Books:**

Montesquieu, *Persian Letters* (New York: Penguin Classics, 1973). ISBN: 978-0140442816.

- Read pages 39-93; 128-281.

Casanova, *The Story of My Life* (New York: Penguin Classics, 2001). ISBN: 978-0140439151.

- Read pages 1-41; 143-190; 203-234; 289-310; 378-391.

• **Required PDF Readings (available through CourseDen):**

Anonymous, *Treatise of the Three Imposters* (excerpts) (1719).

• **Required Online Readings (in order of reading):**

Immanuel Kant, “What is Enlightenment?” (1784)

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3589

Bernard Mandeville, “The Grumbling Hive, or Knaves Turned Honest” (1705).

<https://andromeda.rutgers.edu/~jlynch/Texts/hive.html>

Voltaire, *Philosophical Letters* (Letters on the English Nation) (1733/34).

<http://www.fordham.edu/Halsall/mod/1778voltaire-lettres.asp>

• Letter VIII (On Parliament)

<http://www.fordham.edu/Halsall/mod/1778voltaire-lettres.asp#Letter%20VIII>

• Letter X (On Trade)

<http://www.fordham.edu/Halsall/mod/1778voltaire-lettres.asp#Letter%20X>

Jean Le Rond d’Alembert, “Preliminary Discourse to the Encyclopedia” (1751).

<http://quod.lib.umich.edu/d/did/did2222.0001.083?rgn=main;view=fulltext;q1=preliminary+discourse>

Jean-Jacques Rousseau, *The Confessions*, Book VIII (1782).

http://oregonstate.edu/instruct/phl302/texts/confessions/Rousseau_BookVIII.html

Frederick the Great, “Political Testament” (1752).

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3548

-----, “Forms of Government and the Duties of Rulers” (1777).

http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3549

Jean-Jacques Rousseau, *The Social Contract* (excerpts) (1762).

<http://www.fordham.edu/Halsall/mod/rousseau-contract2.asp>

Adam Smith, *The Wealth of Nations* (excerpts) (1776).

<http://www.fordham.edu/Halsall/mod/adamsmith-summary.asp>

Voltaire, “A Treatise on Tolerance on the Occasion of the Death of Jean Calas” (1764).

<http://www.constitution.org/volt/tolerance.htm>

Baron d’Holbach, *Good Sense*, “Author’s Preface” (1772).

<http://history.hanover.edu/texts/holbach/authpref.html>

Grading and Policies:

Your final grade will be factored as follows:

- 12 Brief Responses (on the online and PDF selections) 30%
- 2 5 to 7 page Essays 50% (25% each)
- Participation 20%

- *University Policies*

Information regarding university-wide policies can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

- *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

- *General Points:*

Detailed information regarding assignments will be provided during the semester.

All assignments are due at the beginning of class on the date indicated in the Course Outline below—DO NOT BE LATE AS THERE ARE NO MAKEUPS. *Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Official documentation must be provided for all causes.*

Assignments must be submitted electronically, via the CourseDen (Desire2Learn) Dropbox before the beginning of class on the days marked on the Course Outline below.

All assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

- *Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class. Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

Numerical Equivalents of Letter Grades:

	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	
A-/B+ = 90	B-/C+ = 80	C-/D+ = 70		

Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

•Plagiarism

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at: <http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will report the incident to relevant university authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

Also, please note that any papers turned in for multiple classes (for classes in this or previous semesters) are in violation of plagiarism guidelines.

•Participation

Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert, asking questions directly related to class material, and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

•Etiquette and Obligations

Throughout the semester, I expect you to behave with civility and courtesy—especially so considering the nature of the subject matter under discussion. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include keeping all comments and questions connected to specific course material, and making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause and the permission of the instructor. Recording of lectures is not permitted.

Again, it should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire period. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

In addition, USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to engage actively and professionally in the process of learning.

•Communications

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I can not discuss grades over e-mail.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will either tell you in class or issue a revised syllabus.

Course Outline

Week:	Monday:	Wednesday:
1	01/06: Class Introduction	01/08: The Enlightenment: Working Definitions and Historical Debates Read: Kant, “What is Enlightenment?” (online – URL above)
2	01/13: European Politics at the Turn of the Eighteenth Century Due: Brief Response (#1) for Kant	01/15: Eighteenth-Century Society 1
3	01/20: MLK, Jr. Day – No Class	01/22: Eighteenth-Century Society 2
4	01/27: Europe’s Economy	01/29: The Rise of a “Public Sphere”
5	02/03: Intellectual Inheritances	02/05: Holland and England
6	02/10: Radical Thoughts Read: Mandeville, “The Grumbling Hive, or Knaves Turned Honest” (1705) (online – URL above); and Anonymous, <i>Treatise of the Three Imposters</i> (1719) (PDF sent via e-mail) Due: Brief Responses (#s 2 and 3) for both: 1. Mandeville; 2. Anonymous	02/12: France, Montesquieu, and the Early Enlightenment

7	<p>02/17:</p> <p>Discussion: <i>Persian Letters</i> (read pages listed above)</p>	<p>02/19:</p> <p>France, England, and Voltaire</p> <p>Read: Voltaire, <i>Philosophical Letters</i>, VIII and X (On Parliament and Trade) (online – URLs above)</p> <p>Due: Brief Response (#4) for Voltaire (Letters)</p>
8	<p>02/24:</p> <p>Paris and Diderot</p> <p>Due: First 5 to 7 Page Essay (Montesquieu)</p>	<p>02/26:</p> <p>The <i>Encyclopedia</i></p> <p>Read: d’Alembert, “Preliminary Discourse” (online – URL above)</p> <p>Due: Brief Response (#5) for d’Alembert</p>
9	<p>03/03:</p> <p>Paris, Women, Salons, and the Enlightenment</p>	<p>03/05:</p> <p>Rousseau – Part of the Enlightenment?</p> <p>Read: Rousseau, <i>Confessions</i>, Book VIII (online – URL above)</p> <p>Due: Brief Response (#6) for Rousseau (Confessions)</p>
10	<p>03/10:</p> <p>Europe at Mid-Century: War and State</p>	<p>03/12:</p> <p>Europe at Mid-Century: The Emergence of Eastern Europe</p>

11	03/17: Spring Break – No Class	03/19: Spring Break – No Class
12	03/24: Europe at Mid-Century: Enlightened Absolutism Read: Frederick the Great, “Political Testament” (1752) and “Forms of Government and the Duties of Rulers” (1777) (both online – URLs above) Due: Brief Responses (#s 7 and 8) for both: 1. Political Testament; and, 2. Forms of Government	03/26: Calls for Reform: Government, and the Economy Read: Rousseau, <i>The Social Contract</i> ; and Smith, <i>The Wealth of Nations</i> (both online – URLs above) Due: Brief Responses (#s 9 and 10) for both: 1. Rousseau (Social Contract); and 2. Smith
13	03/31: Calls for Reform: Religion Read: Voltaire, “Treatise on Toleration;” and, d’Holbach, <i>Good Sense</i> , “Author’s Preface” (both online – URLs above) Due: Brief Responses (#s 11 and 12) for both: 1. Voltaire (Treatise); and, 2. d’Holbach	04/02: Reforms: Theory in Practice
14	04/07: The “End” of the Enlightenment?	04/09: An Eighteenth-Century Life: Casanova
15	04/14: Discussion: <i>The Story of My Life</i> (read pages listed above)	04/16: Legacies
Exam Week	04/21 (Monday): 2-4:30PM: Consultations Due: Second 5 to 7 Page Essay (Casanova)	

Course View (Read Only)

Attachments

Current File: HIST 4235 France Before the Revolution Syllabus.pdf

Originator

History Department
Department

College of Arts and Humanities
College

Lipp, Charles
Originator

What would you like to do?

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

Modifications

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

Course Details

HIST 4235 France Before the Revolution
 Prefix Number Course Title

Traces the development of the French monarchical state from the 15th to the 18th century, when France became a dominant European power.

Course Catalog Description

3.0 Lec Hrs Lab Hrs 3.0 Credit Hrs Fall - 2016 Effective Term Other Frequency Letter Grade Grading

Prerequisites

(HIST 1111 or HIST 1112) and (HIST 2111 or HIST 2112)

Corequisites

Rationale

This class will serve as the first class in the History Department's sequence of classes on French history, which includes the current courses HIST 4436: French Revolution and Napoleon, and HIST 4437: France Since 1815. It also complements current offerings on the history of early modern Europe (the period of European history between the end of the Middle Ages and the French Revolution).

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

Empty comment box

Attachments

Current File: HIST 4235 France Before the Revolution Syllabus.pdf

College Approvals

Howard Goodson [APPROVED 2016-02-16]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-02-24]

Dean, College of Arts and Humanities

Other Approvals

Cale Seif [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

HIST 4235: France Before the Revolution

Dr. Charles Lipp Office: TLC 3217 E-Mail clipp@westga.edu Phone: 678-839-6039	Class Times: TBA Office Hours: TBA
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Course Description:

In the early 1400s, the Kingdom of France experienced the ravages of war and disease. Things looked chaotic. Yet, surprisingly, by the mid-1700s, France at the center of European politics, culture, and life. This class investigates the development of a particularly influential socio-political model in Europe between the Renaissance and the Revolution. Over the semester, we will investigate this model's strengths and its limitations. The class ends with a consideration of how and why things fell apart at the end of the eighteenth century.

Learning Outcomes:

This class reinforces the following History Department Program Outcomes:

- To demonstrate general knowledge of world history and in-depth knowledge of a particular historical question.
- To recognize and to pose significant historical questions.
- To find useful primary sources.
- To analyze sources critically.
- To cite sources properly.
- To write in standard English.
- To construct a persuasive historical argument based on evidence.
- To think historically.

In addition, students who complete successfully all course assignments will demonstrate the following:

- A deeper understanding of crucial aspects of French history between the 1400s and the 1700s, including background factors, major issues, and central figures.
- An understanding of how multi-variable process have functioned in the past through exploring the relationship between religious and social change.
- Increased skills at reading critically and analyzing primary sources.
- Increased abilities at crafting arguments, in both written and oral form.

Required Readings:

Régine Pernoud, *Joan of Arc: By Herself and Her Witnesses* (Scarborough House); ISBN 978-0812812602.

Read: pp. 5-277.

Barbara B. Diefendorf, *The Saint Bartholomew's Day Massacre: A Brief History with Documents* (Bedford/St. Martins); ISBN 978-0312413606.

Read: pp. 1-148.

Kathryn A. Edwards and Susie Speakman Sutch, *Leonarde's Ghost: Popular Piety and 'The Appearance of a Spirit' in 1628* (Truman State University Press); ISBN 978-1931112796.
Read: 1-119.

Duc de Saint-Simon, *Memoirs of Duc de Saint-Simon, 1691-1709: Presented to the King* (1500 Books); ISBN 978-1933698144.
Read: pp. 134-264 (Chapters 10-14); 402-508 (Chapter 19).

Montesquieu, *Persian Letters* (Penguin Classics); ISBN 978-0140442816.
Read: pp. 39-93; 128-281

Jeremy D. Popkin, ed., *Panorama of Paris: Selections from 'Le Tableau de Paris' by Louis-Sebastien Mercier* (Penn State); ISBN 978-027101934.
Read: Selections 1, 2, 3, 4, 6, 7, 9, 10, 11, 14, 17, 18, 23, 24, 25, 35, 36, 37, 38, 39, 40, 41, 43, 45, 46, 47, 50, 52, 53, 55, 56, 58, 60, 64, 67, 68, 69, 70, 72, 73, 74, 75, 76, 79, 80, 85, 86, 88, 89, 90, 92, 93, 94, 95, 98, 99

Grading and Policies:

Your final grade will be factored as follows:

- | | |
|--|-----|
| • Three 4-6 page papers (based on readings): | 30% |
| • Take-Home Midterm Exam: | 25% |
| • Take-Home Final Exam: | 25% |
| • Participation: | 20% |

• *University Policies*

Information regarding university-wide policies can be found at:

http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf

• *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

• *General Points:*

Detailed information regarding assignments will be provided during the semester.

All assignments are due at the beginning of class on the date indicated in the Course Outline below—DO NOT BE LATE AS THERE ARE NO MAKEUPS. *Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Official documentation must be provided for all causes.*

Assignments must be submitted electronically, via the CourseDen (Desire2Learn) Dropbox before the beginning of class on the days marked on the Course Outline below.

All assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the

assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

•*Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class. Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

Numerical Equivalents of Letter Grades:

	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	
A-/B+ = 90	B-/C+ = 80	C-/D+ = 70		

Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

•*Plagiarism*

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else's words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students "pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing." Moreover, you agreed to the following: "[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member." You can review the Honor Code at:

<http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will report the incident to relevant university authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

Also, please note that any papers turned in for multiple classes (for classes in this or previous semesters) are in violation of plagiarism guidelines.

•Participation

Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert, asking questions directly related to class material, and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

•Etiquette and Obligations

Throughout the semester, I expect you to behave with civility and courtesy—especially so considering the nature of the subject matter under discussion. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include keeping all comments and questions connected to specific course material, and making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause and the permission of the instructor. Recording of lectures is not permitted.

Again, it should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire period. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

In addition, USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to engage actively and professionally in the process of learning.

•Communications

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I can not discuss grades over e-mail.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will either tell you in class or issue a revised syllabus.

Course Outline:

Week:	Tuesday:	Thursday:
01	08/26: Class Introduction	08/28: What Was “France Before the Revolution?” – Some Basics
02	09/02: Legacies of Medieval France	09/04: The Hundred Years’ War (1337-1453)
03	09/09: Watch: <i>The Passion of Joan of Arc</i>	09/11: Discuss: <i>The Passion of Joan of Arc</i> and Pernoud, <i>Joan of Arc</i>
04	09/16: Recovery and Growth in the late 1400s	09/18: Renaissance France, 1
05	09/23: Renaissance France, 2 <u>DUE</u>: Paper One	09/25: The Reformation and Religious War
06	09/30: Discuss: Diefendorf, <i>The Saint Bartholomew’s Day Massacre</i>	10/02: The Catholic Reformation and Popular Piety
07	10/07: Discuss: Edwards and Sutch, eds., <i>Leonarde’s Ghost</i>	10/09: The Seventeenth Century, 1
08	10/14: The Seventeenth Century, 2 <u>DUE</u>: Paper Two	10/16: From Cardinal Richelieu to Louis XIV

09	10/21: Louis XIV and Absolute Monarchy in France <u>DUE</u> : Take-Home Midterm (submit to Course Den by 11AM)	10/23: Louis XIV and Europe
10	10/28: The Legacy of Louis XIV	10/30: Discuss: Saint-Simon, <i>Memoirs</i>
11	11/04: Eighteenth-Century France: Commercialization and Economic Developments <u>DUE</u> : Paper Three	11/06: Eighteenth-Century France: Intellectual Developments and the Enlightenment
12	11/11: Eighteenth-Century France: Kings and the Public – The Enlightenment and French Traditions	11/13: French Wars in the Eighteenth Century
13	11/18: Eighteenth-Century Reform Efforts	11/20: Paris in the Eighteenth Century
14	11/25: Thanksgiving Break – No Class	11/27: Thanksgiving Break – No Class
15	12/02: Discuss: Montesquieu, <i>Persian Letters</i> , and Popkin, ed., <i>Panorama of Paris</i>	12/04: Legacies of France Before the Revolution
EXAM WEEK	12/09 <u>DUE BY 2PM</u> in Course Den: Take-Home Final Exam	

Course View (Read Only)

Attachments

Current File: HIST 4414 French America Syllabus.pdf

Originator

History Department
DepartmentCollege of Arts and Humanities
CollegeLipp, Charles
Originator

What would you like to do?

 Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

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

Course Details

 HIST 4414 French America
 Prefix Number Course Title

Explores French colonial efforts in North America and the Caribbean from the 16th to the 19th centuries, including Canada, Louisiana, and Haiti.

Course Catalog Description

3.0 Lec Hrs	Lab Hrs	3.0 Credit Hrs	Fall - 2016 Effective Term	Other Frequency	Letter Grade Grading
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Prerequisites

(HIST 1111 or HIST 1112) and (HIST 2111 or 2112)

Corequisites

Rationale

This class places the History Department's sequence of classes on French History (including the proposed HIST 4235: France Before the Revolution; HIST 4436: French Revolution and Napoleon; and HIST 4437: France Since 1815) in a global context. It has been taught twice as a History Department topics class and attracted student interest.

Planning Info

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

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

Present or Projected Annual Enrollment: 25

Comments

Empty comment box with a vertical line on the right side.

Attachments

Current File: HIST 4414 French America Syllabus.pdf

College Approvals

Howard Goodson [APPROVED
2016-02-16]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-
02-24]

Dean, College of Arts and Humanities

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

HIST 4414: French America

Dr. Charles Lipp Office: TLC 3217 E-Mail clipp@westga.edu Phone: 678-839-6039	Class Hours: TBA Office Hours: TBA
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Course Description:

This course explores a crucial yet understudied aspect of American history: the French experience in North America and the Caribbean. Over the course of the 17th and 18th centuries, the French developed particular models of cultural interaction between Europeans and Native Americans that continue to shape the peoples of North America today. In addition, by the end of the 1700s, the French controlled the most profitable colony on the planet. In short, the French experience mattered. For students more familiar with Colonial American history, this class offers a comparative perspective with which to place the history of the future United States in its contemporary context. This class also provides a means of exploring Atlantic history—the story of the interactions of the peoples from the continents that border the Atlantic Ocean, Europe, Africa, and the Americas.

Learning Outcomes:

This class reinforces the following History Department Program Outcomes:

- To demonstrate general knowledge of world history and in-depth knowledge of a particular historical question.
- To recognize and to pose significant historical questions.
- To find useful primary sources.
- To analyze sources critically.
- To cite sources properly.
- To write in standard English.
- To construct a persuasive historical argument based on evidence.
- To think historically.

In addition, Students who complete successfully all course assignments will demonstrate the following:

- A deeper understanding of crucial aspects of French America.
- An understanding of how multi-variable process have functioned in the past.
- Increased skills at reading critically and analyzing primary sources.
- Increased abilities at crafting arguments, in both written and oral form.

Class Materials:**A. Books:**

1. Allan Greer, ed., *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America* (Bedford/St. Martins, 2000); ISBN 978-0312167073.
2. Alexander O. Exquemelin, *Buccaneers of America* (Dover Books, 2000); ISBN 0-486-40966X.

3. Christopher Moore, *Louisbourg Portraits: Five Dramatic, True Tales of People Who Lived in an Eighteenth-Century Garrison Town* (McClelland & Stewart); ISBN 978-0771060915.
4. Abbé Prévost, *Manon Lescaut*, Angela Scholar, trans. (Oxford World's Classics, 2009); ISBN 978-0199554928.
5. Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804: A Brief History With Documents* (Bedford/St. Martins, 2006); ISBN 978-0312415013.

B. Online Reading:

Michel de Montaigne, "On Cannibals" (1580)

<http://oregonstate.edu/instruct/phl302/texts/montaigne/montaigne-essays—2.html>

Grading and Policies:

Your final grade will be factored as follows:

Primary Source Critical Introduction Project	30%
Brief Critical Reactions (for each Reading)	20%
First Examination	15%
Second Examination	15%
Participation:	20%

• *General University Policies:*

Information regarding university-wide policies can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

• *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

• *General Points:*

Detailed information regarding assignments will be provided separately, both in specific assignment sheets posted on CourseDen and in class.

All assignments are on the date indicated in the Course Outline below. Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Official documentation must be provided for all causes.

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• *Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, "A" grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep

analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

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Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

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Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

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However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at: <http://www.westga.edu/~handbook/index.php?page=honorcode>.

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on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

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• *Participation*

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• *Etiquette and Obligations*

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These contributions include keeping all comments and questions connected to specific course material, and making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause and the permission of the instructor. Recording of lectures is not permitted.

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Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

In addition, USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to engage actively and professionally in the process of learning.

• *Communications*

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I can not discuss grades over e-mail.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will either tell you in class or issue a revised syllabus.

Course Outline:

Wk:	Monday:	Wednesday:	Things Due on Other Days:
01	01/11 Class Introduction	01/13: Lecture: Fundamentals, I	
02	01/18: <u>MLK, Jr. Day – No Class</u>	01/20: Lecture: Fundamentals, II	
03	01/25: Lecture: France and European Discovery	01/27: Lecture: Origins of New France, I	Friday, 01/29: Project Proposal DUE ONLINE (via CourseDen) by 11:59PM
04	02/01: Lecture: Origins of New France, II	02/03: Lecture: Jesuits and Native Americans in New France	Sunday, 02/07: Brief Critical Reactions (one each for Montaigne and Greer) DUE ONLINE (via CourseDen) by 11:59PM
05	02/08: Discussion: Montaigne, “On Cannibals;” Greer, ed., <i>Jesuit Relations</i>	02/10: Lecture: The 17 th Century French Caribbean, I	

06	<p>02/15:</p> <p>The 17th Century French Caribbean, II</p> <p>Brief Critical Reaction (Exquemelin) DUE ONLINE (via CourseDen) by 11:59PM</p>	<p>02/17:</p> <p>Discussion: Exquemelin, <i>Buccaneers of America</i></p>	
07	<p>02/22:</p> <p>Lecture: French Transformations, I: Absolutism and the Rivalry with Great Britain</p>	<p>02/25:</p> <p>Lecture: Transformations of French America: Crown Rule in North America</p>	
08	<p>02/29:</p> <p>Lecture: Transformations of French America: Colonial Warfare</p>	<p>03/02:</p> <p>Lecture: Exploring the Mississippi</p>	<p>Friday, 03/04:</p> <p>First Exam DUE ONLINE (via CourseDen) by 11:59PM</p>
09	<p>03/07:</p> <p>Lecture: Transformations of French America: Sugar, Plantations, and Slavery</p>	<p>03/09:</p> <p>Lecture: French Transformations, II: The Enlightenment and the Consumer Revolution</p>	<p>Friday, 03/11:</p> <p>Project Intro Draft + Detailed Outline DUE ONLINE (via CourseDen) by 11:59PM</p>
10	<p>03/14:</p> <p><u>Spring Break – No Class</u></p>	<p>03/16:</p> <p><u>Spring Break – No Class</u></p>	
11	<p>03/21:</p> <p>Lecture: Life in 18th Century French America I – New France and Louisbourg</p> <p>Brief Critical Reaction (Moore) DUE ONLINE (via CourseDen) by 11:59PM</p>	<p>03/23:</p> <p>Discussion: Moore, <i>Louisbourg Portraits</i></p>	<p>To Be Scheduled for Office Hours:</p> <p>Mandatory Meeting to Discuss Project</p>

12	<p>03/28:</p> <p>Lecture: Life in 18th Century French America II – Louisiana – A Failure?</p>	<p>03/30:</p> <p><u>Honors Day – No Class</u></p>	<p>To Be Scheduled for Office Hours:</p> <p>Mandatory Meeting to Discuss Project</p> <p>Sunday, 04/03:</p> <p>Brief Critical Reaction (Prévost) DUE ONLINE (via CourseDen) by 11:59PM</p>
13	<p>04/04:</p> <p>Discussion: Prévost, <i>Manon Lescaut</i></p>	<p>04/06:</p> <p>Lecture: Transformations: From Imperial Wars to an American Revolution</p>	
14	<p>04/11:</p> <p>Lecture: French Transformations, III: Revolution at Home</p>	<p>04/13:</p> <p>Lecture: Revolution in Saint Domingue</p>	
15	<p>04/18:</p> <p>Lecture: Napoleon, L'Ouverture, and Haiti</p> <p>Brief Critical Reaction (Dubois and Garrigus) DUE ONLINE (via CourseDen) by 11:59PM</p>	<p>04/20:</p> <p>Discussion: Dubois and Garrigus, eds., <i>Slave Revolution in the Caribbean</i></p>	<p>Friday, 04/22:</p> <p>Project Final Draft DUE ONLINE (via CourseDen) by 11:59PM</p>
Exam Week	<p>Tuesday, April 26:</p> <p>Second Exam DUE ONLINE (via CourseDen) by 11:59PM</p>		

Program View (Read-Only)

Attachments

Current File: UWG Mail - Changes to Secondary Ed in History in CSS.pdf

Originator

College of Arts and Humanities College	History Department Department	McCullers, Molly Originator
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What would you like to do?

Add New Program
 Modify Existing Program
 Deactivate Existing Program
 Terminate Existing Program

Modifications

Program Name
 Program Description
 Degree Name
 See Details

Senate Action Item ▼ (See Procedure)

Program Selection

College of Arts and Humanities College	Bachelor of Arts with a Major in History, General Program	On Campus Program Location	Undergraduate Degree Level
Bachelor of Arts with a Major in History, Secondary Education Concentration Program Name		Fall Effective Semester/Year	2016 Effective Semester/Year
Bachelor of Arts Degree Name			

Modification Details

SEED 4286 should be changed to a 6-credit course. The total program credit count should be changed to 124.

(Max 4000 characters)

Rationale

Beginning in fall 2016, SEED will take responsibility for the strategies course and internship for the undergraduate English Ed degree, which will be in line with the courses SEED already provides for the undergraduate History Ed degree.

The credit-count issue came about because the ENGL student teaching internship is one 9-cr course that blends the internship and seminar. SEED has a 9-cr internship and 3-cr seminar. Bringing the English Ed majors into existing SEED courses would mean a 3-cr increase (to 127) on the English Ed program sheet, needing BOR approval. Instead, SEED plans to decrease the internship course to 6 credits. This will be in line with what the English department currently does and with what UTeach does for the math and science undergraduate teacher ed program. Laura Smith and I pulled the History Ed program sheet to make sure the decrease in credit hours would not hurt students in that program (which would be an issue if the program were at the 120 mark). Instead, the decrease in credit hours will actually benefit the History Ed program by reducing it from 127 to 124 credit hours and thus bring it closer to the BOR recommendation of 120.

(Max 4000 characters)

Attachments

Current File: UWG Mail - Changes to Secondary Ed in History in CSS.pdf

SAGSGGC Substantive Change

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

Check all that apply to this program

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

Comments

Robyn Huss of COE requested the history department to make this change.

See attached email.

(Max 4000 characters)

College Approvals

Howard Goodson [APPROVED 2016-02-15]

Chair, Course Department

Pauline Gagnon [APPROVED 2016-02-24]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Beginning in fall 2016, SEED will take responsibility for the strategies course and internship for the undergraduate English Ed degree, which will be in line with the courses SEED already provides for the undergraduate History Ed degree.

The credit-count issue came about because the ENGL student teaching internship is one 9-cr course that blends the internship and seminar; SEED has a 9-cr internship and 3-cr seminar. Bringing the English Ed majors into existing SEED courses would mean a 3-cr increase (to 127) on the English Ed program sheet, needing BOR approval. Instead, SEED plans to decrease the internship course to 6 credits. This will be in line with what the English department currently does and with what UTeach does for the math and science undergraduate teacher ed program. Laura Smith and I pulled the History Ed program sheet to make sure the decrease in credit hours would not hurt students in that program (which would be an issue if the program were at the 120 mark). Instead, the decrease in credit hours will actually benefit the History Ed program by reducing it from 127 to 124 credit hours and thus bring it closer to the BOR recommendation of 120.

We are looking to put this in place for fall, so our three programs should put the changes in the CSS so they will make it through the system to be on the agenda for the March meetings of the UPC and Faculty Senate. The goal is to have them in the system together so they make their way smoothly as a package.

The summary of CSS changes:

- History – the program sheet needs two edits:
 - SEED 4286 should be changed to a 6-credit course;
 - The total program credit count should be changed to 124.
- English – the program sheet needs two “sets” of edits:
 - ENGL 4238 (4 cr) should be changed to SEED 4238 Instructional Strategies for English Education (3 cr) and SEED 4238-L Instructional Strategies for English Education Laboratory (1 cr);
 - ENGL 4286 (9 cr) should be changed to SEED 4286 Teaching Internship (6 cr) and SEED 4289 Teaching Internship Seminar (3 cr).
- SEED – needs one course edit:
 - SEED 4286 will be changed from a 9-credit to a 6-credit course.

From: Molly McCullers [mailto:mmcculle@westga.edu]
Sent: Wednesday, February 24, 2016 12:36 PM
To: Robyn Huss <rhuss@westga.edu>
Subject: Re: Changes to Secondary Ed in History in CSS

[Quoted text hidden]

Molly McCullers <mmcculle@westga.edu>
To: Robyn Huss <rhuss@westga.edu>

Fri, Feb 26, 2016 at 3:15 PM

Thanks! I'll attach this to the CSS.

[Quoted text hidden]

Program View (Read-Only)

Attachments

Current File: Bachelor of Science in Organizational Leadership Proposal.pdf

Originator

College of Social Sciences College	Political Science Department Department	Peralta, J. Salvador Originator
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What would you like to do?

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

Modifications

Program Name
 Program Description
 Degree Name
 See Details

Senate Action Item (See Procedure)

Program Selection

College of Social Sciences College	Political Science Department Department	
Bachelor of Science with a Major in Organizational Leadership Program Name		On Line Program Location
Bachelor of Science Degree Name		Undergraduate Degree Level
		Fall Effective Semester/Year
		2016

Modification Details

The Bachelor of Science with a Major in Organizational Leadership will require the creation of a new prefix: ORGL; as well as the creation of several new courses. One course not in the catalog has been approved by the Senate.

Senate approved, but not in catalog yet.
 POLS 4217 Grant Writing for Non-Profit

New Courses

ORGL 2050	Communication for the Workplace
ORGL 3000	Reflective Seminar I: Self as Learner New
ORGL 3050	Reflective Seminar II: Self in Context
ORGL 3200	Introduction to Organizational Development
ORGL 3400	Technology for Organizations
ORGL 4000	Reflective Seminar III: Self Transformation
ORGL 4690	Organizational Leadership Capstone New
ORGL 4900	Organizational Internship
POLS 4218	Project Management in the Public Sector
POLS 4219	Public Human Resource Management
POLS 4220	Administrative Law and Government
POLS 4221	Government Organization and Administrative Theory
POLS 4860	Special Topics

(Max 4000 characters)

Rationale

Please see attached document.

(Max 4000 characters)

Attachments

Current File: Bachelor of Science in Organizational Leadership Proposal.pdf

SACSGOC Substantive Change

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

Check all that apply to this program

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

Comments

This is an action item for the Faculty Senate. However, when entering the proposal the system would not allow me to make that choice in the drop down menu.

The new courses outlined in the modifications details will be requested separately, and their respective syllabi included in the individual requests.

(Max 4000 characters)

College Approvals

J. Salvador Peralta [APPROVED 2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED 2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

**University of West Georgia
College of Social Sciences
Department of Political Science**

Bachelor of Science with a Major in Organizational Leadership

Rationale

The Bachelor of Science with a Major in Organizational Leadership (ORGL) degree prepares students to focus on the theories, practices, issues, and specific ramifications of leading an organization. The multidisciplinary curriculum provides an understanding of management, administration, human resources, ethics, and technology related to today's complex organizations in the public, private or non-profit sectors.

The Organization Leadership degree has options that allow adults to earn college credit through Prior Learning Assessment (PLA) for college-level knowledge gained from relevant work experiences, professional training, military service and professional certificate programs. These experiences may be documented through transcripts from the American Council on Education (ACE), the College Level Examination Program (CLEP), departmental challenge exams, or academic credit earned through the successful evaluation of a portfolio that contains sufficient information and documentation to affirm college-level learnings.

The online Organizational Leadership program is ideal for traditional students who wish to take advantage of online course delivery, as well as for working professionals, military members, transfer students and others seeking flexible routes to degree completion. The program is delivered fully online through eMajor.

eMajor is a University System of Georgia collaborative program that has delivered flexible, online degree programs through multiple USG institutions since 2012. The purpose of eMajor is to provide quality, innovative, high-demand programs through traditional institutions. Developed and maintained by committed faculty and dedicated instructional design professionals, each course is consistent in quality, design, and accessibility standards and taught by University System of Georgia faculty. A cornerstone of eMajor is the inclusion of prior learning assessments in several programs, shortening time to degree.

Learning Outcomes

1. Students will demonstrate an understanding of organizational leadership as it relates to and impacts individuals, communities, and wider society from democratic, multicultural, and national perspectives.
2. Students will demonstrate through the discussion of key concepts and ideas the ability to express themselves effectively on topics and issues related to the field of organizational leadership.

3. Students will demonstrate critical thinking and problem-solving abilities regarding issues related to key challenges that organizations face when interacting with their environments.
4. Students will demonstrate an understanding of the ethical principles underlying research and practice in organizational leadership.

Program of Study

Core Curriculum Areas A-E – Total number of hours required – 42

Please refer to your institution's Academic Affairs for Core Curriculum.

Core Curriculum F – Total number of hours required – 18

Any courses currently approved for core areas A-E may be used for Area F. However, no course may be used in more than one area. Core Area F courses must be chosen in consultation with the student's Faculty Advisor or Program Director.

Major Courses – Total number of hours required – 30

Student must take all courses in this area.

- ENGL 3405 Professional and Technical Writing
- ORGL 2050 Communication for the Workplace
- ORGL 3000 Reflective Seminar I: Self as Learner (1 hour)
- ORGL 3050 Reflective Seminar II: Self in Context (1 hour)
- ORGL 4000 Reflective Seminar III: Self Transformation (1 hour)
- ORGL 3200 Introduction to Organizational Development
- ORGL 3400 Technology for Organizations
- ORGL 4690 Organizational Leadership Capstone
- POLS 4200 Principles of Public Administration
- POLS 4204 Public Finance
- POLS 4218 Project Management in the Public Sector
- POLS 4219 Public Human Resource Management

Electives – Total number of hours required – 30

Students must take at least 12 hours of upper level electives from the following list of courses. An additional 18 hours of general electives at any level.

- COMM 3330 Advanced Communication Skill
- ORGL 4900 Organizational Internship
- PHIL 4120 Professional Ethics
- POLS 3201 Public Policy
- POLS 3601 Political Science Methods II

POLS 4202 Interorganizational Behavior
POLS 4210 Modern Public Management
POLS 4215 Management of Non-Profit Organizations
POLS 4217 Grant Writing for Non-Profit Organizations
POLS 4220 Administrative Law and Government
POLS 4221 Government Organization and Administrative Theory
POLS 4860 Special Topics

TOTAL HOURS - 120

Course View (Read Only)

Attachments

Current File: ORGL 2050 Communication for the Workplace.docx

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

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

Modifications

- Prerequisites
 - Corequisites
 - Description
 - Title
 - Credit
 - See Comments
- Senate Action Item [\(See Procedure\)](#)

Course Details

ORGL 2050 Communication for the Workplace
 Prefix Number Course Title

An introduction to the basic skills of oral and written communication, and self-presentation in a business or professional environment.

Course Catalog Description

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

Corequisites

Rationale

This course is required for the new Bachelor of Science in Organizational Leadership.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 90

Comments

The creation of the ORGL prefix has been requested along with the creating of the new BS in Organizational Leadership.

In the meantime, I selected POLS as its prefix because the system would not allow me to submit the request without a prefix.

This request requires Faculty Senate action. However, when I submitted the request the system would not allow me to choose that option.

Attachments

Current File: ORGL 2050 Communication for the Workplace.docx

College Approvals

J. Salvador Peralta [APPROVED
2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course View (Read Only)

Attachments

Current File: [ORGL 3000 Reflective Seminar I.docx](#)

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

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

Modifications

- Prerequisites
 - Corequisites
 - Description
 - Title
 - Credit
 - See Comments
- Senate Action Item [\(See Procedure\)](#)

Course Details

ORGL 3000 Reflective Seminar I: Self as Learner
 Prefix Number Course Title

An Introduction to the major conceptual frameworks for reflective learning, which requires students to reflect on and document their own assumptions, beliefs and biases, and how they have affected their prior learning experiences.

Course Catalog Description

1		1	Fall - 2016	Every Term	S/U/I
Lac Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Empty box for prerequisites.

Corequisites

Empty box for corequisites.

Rationale

This course is required for the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 90

Comments

The creation of the ORGL prefix has been requested along with the creating of the new BS in Organizational Leadership.

In the meantime, I selected POLS as its prefix because the system would not allow me to submit the request without a prefix.

Attachments

Current File: ORGL_3000 Reflective Seminar 1.docx

College Approvals

J. Salvador Peralta [APPROVED
2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

University of West Georgia Department of Political Science

ORGL 3000 Reflective Seminar I: Self as Learner

One of four required ORGL seminars
in the eMajor Organizational Leadership degree program

This syllabus is available online, and may be updated, in the course in GoVIEW.

ORGL 3000: Reflective Seminar I: Self as Learner

An introduction to the major conceptual frameworks for reflective learning, which requires students to reflect on and document their own assumptions, beliefs and biases, and how they have affected their prior learning experiences.

ORGL 3000 Learning Outcomes (or Objectives):

1. Students will describe past experiences that involved learning.
2. Students will analyze past events and their personal feelings about those events.
3. Students will summarize actions or feelings that are part of their past learning process.
4. Students will record events in coherent written work.
5. Students will discuss situations using conceptual frameworks for reflection.

Common Language for Course Syllabi:

Please carefully review the information at the following link, for it contains important information about your rights and responsibilities in this course: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Attendance Policy: You are expected to log in to the course at least every 3 days and participate each time you log in. You must also turn in activity work by the established weekly deadlines. Once you arrive at class, make an effort to get involved in the conversation. Don't hesitate to ask questions if you need clarification or would like more information: if you are confused, it is likely that others are too! The participation percentage you receive will depend on a variety of factors, including (but not limited to) the frequency and helpfulness of your contributions to class discussions and the care you take when peer editing. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. For online teaching, this is determined by on-time submission of assignments, assessments, interactions (asynchronous discussions and synchronous chats), and response to e-mail communications.

Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

ORGL 3000 Reflective Seminar I: Self as Learner

Literature Background (Course Content Learning Modules)

1. Sullivan and Rosen's Part I of IV: Identity—"the reflective and formative...ways in which persons are formed, through institutional and social engagement, as they participate in evolving traditions of knowing" (Sullivan & Rosin, 2008, p. 94)
2. Korthagen and Vasalos Phase Model of Core Reflection 1 and 2, Experience/Problematic Situation description and Awareness of ideal situation and desired outcome and achievement (KV, 540) – corresponds to KV Onion Model questions Why are you here, Who are you, What do you believe in (KV, 535)
3. Fiddler and Marienau 2008, description of past experiences, noting "what is getting my attention", what was salient, what beliefs or theories may have influenced the experience and what was interpreted as relevant or important (FM,

4. Kolb 1984, focal experiences reflected upon and discussed, bringing awareness of how affective, symbolic, perceptual and behavioral knowledge create positive feedback loops (from diagram in figure 6.3, Self as undifferentiated – immersed in world; Acquisition)
5. Kegan and Lahey 2010, the socialized mind or “team player” describing past experiences (435)

How You Will Be Graded:

All reflective seminars in the ORGL 3000, 3050, 4000 series will be graded S/U. (Satisfactory/Unsatisfactory, otherwise known as pass/fail.)

In order to receive S satisfactory, students must achieve 70% or higher on all of the following course activities:

- I. Quiz on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%
- II. Posting and Responses (Discussion) Week 3 (Course Objective Goals 1-4) 20%
- III. Self-Analysis (Drop Box Assignment) Week 4 (Course Objective Goals 1-4) 20%
- IV. Film Example (Discussion) Week 5 (Course Objective Goals 1-4) 20%
- V. Final Discussion Week 6 (Course Objective Goals 1-4) 20%

SCHEDULE OF ACTIVITIES:

Week 1: Introduction to the Course AUG 19 – AUG 26. INTRO DISCUSSION, ETC. DUE AUG 26.

Use of D2L features, including sending an email to the instructor with an attachment.
First Discussion Post Introduction
Reading Course Content Learning Modules.

Week 2: Quiz on basic vocabulary and terms AUG 27 – SEPT 3. QUIZ COMPLETED BY SEPT 3.

Terms and concepts can be found in the required reading of various theories and concepts in the Learning Module content. They are also available under Resources/Required Reading for this Course in Module 4.

Topics for questions:

- What does “reflection” mean?
- What gets your “attention” during a learning experience? (Fiddler and Marienau)
- What is a positive feedback loop? (the self as undifferentiated tends to seek out experiences that do not conflict with past beliefs and experiences, we like to have our assumptions reinforced by others, not questioned)
- Why are you continuing your education at this point? (KV Onion Model)
- How would you describe yourself?
- How would you describe the learning experiences you have had in the past?
- Describe an example experience of when you learned something new.
 - o Did it change your beliefs in some way? Or, did the experience not challenge your opinions very much? (Kolb Acquisition Model)
- When you learned something new during a job, did it involve an aspect of being a “team player”? How did the social relationships affect how you learned? (Kegan and Lahey)
- How do beliefs and opinions we already have affect how we see a situation? (Sullivan and Rosin)

Week 3: Posting and Responses (Discussion) SEPT 4 – SEPT 11. DISCUSSION DUE SEPT 11.

Describe a previous experience when you learned something new. As you describe it, try to answer the following questions:

- Did you have assumptions about what would be important during the learning experience?
- Did you have assumptions about the person who was teaching you?
- Were any of the assumptions challenged?
- Afterwards, did you feel that the learning experience made you change your mind completely about something, as in you found out you were wrong about something? Afterwards, did you feel that the learning experience made you revise a set of categories you had in your mind – either you had to include or exclude something new? (For this question, think of Kolb’s example of changing one’s own set of items fitting into the category of “automobile” after seeing multiple examples; changing one’s own understanding of what counts as “art” after visiting a museum.)

Week 4: Self-Analysis (Dropbox) SEPT 12 – SEPT 19. ASSIGNMENT DUE SEPT 19.

- What early experiences have shaped my beliefs? When my beliefs have changed, why did this happen?
- What traditions and values do I hold as I enter into new learning experiences?

Do I have any regrets about how I handled past learning experiences?

Do I learn the same way that most other people do, or are there any characteristics I have that make it more difficult for me to learn new things?

Week 5: Film Example (Discussion) SEPT 20 – SEPT 27. FILM DISCUSSION DUE SEPT 27.

Choose one film from the list below, view it and then answer the reflection questions:

1. In **Promised Land** (2012), Steve Butler (Matt Damon), a corporate salesman whose journey from farm boy to big-time player takes an unexpected detour when he lands in a small town, where he grapples with local politics, environmental issues and corporate manipulations. Steve has been dispatched to the rural town of McKinley with his sales partner (Frances McDormand) to buy drilling rights from the landowners. The two consummate sales executives see McKinley's citizens as likely to accept their company's offer as much-needed relief for hard economic times. What seems like an easy job becomes complicated as Steve is caught in the middle and re-examines his personal values.
2. In the film **Nobody's Fool** (1994), Sully (Paul Newman) is a rascal but has many friends in a town in upstate New York called Bath. He rents a room from Miss Beryl, his former schoolteacher. He occasionally works odd jobs for his frenemy, Carl. As the story unfolds, we aren't sure whether to like Sully or hold him accountable for mistakes in his past. By the end of the film it becomes clear that Sully is someone who has arrived at particular conclusions about himself and what kind of life he will live and many other people in the town depend on Sully and feel an important connection with him.
3. In the film **How to Make an American Quilt** (1995), Finn Dodd (Winona Ryder) is in graduate school finishing her master's thesis. She is also preparing for her wedding. Like many young people about to get married, she is having some second thoughts and questioning whether she is making the right choice. During a visit with her grandmother, a group of quilting-bee friends share their own life stories and advice; these new insights give Finn a more open-eyed perspective on her life.
4. In the film **Divine Secrets of the Ya-Ya Sisterhood** (2002), Siddalee (Sandra Bullock) is a famous playwright living in New York. She does not get along well with her emotional Southern mother, and does not feel that they can identify with each other very well. They fight with each other through phone calls between New York and the South, until her mother's friends, the members of the Ya-Ya Sisterhood, kidnap Siddalee and take her "home" to the South, where they explain her mother's history and try to patch up the rift between mother and daughter.

Describe the specific assumptions made by the characters in the film.

Why do the characters hold the beliefs that they do?

What do they learn about other people or about the world that challenges their long held beliefs?

How do the goals or desires of the characters change by the end of the film?

Which character in the film did you most identify with (in terms of how his/her attitude or his/her assumptions changed)?

Tip: Avoid including the plotline in your discussion, concentrate on how the characters develop throughout the film. When applicable, refer to the concepts or theories in the course.

Week 6: Final Discussion SEPT 28 – OCT 5. FINAL DISCUSSION DUE OCT 5.

Research the stated Student Learning Outcomes of this course or of your particular degree program. Briefly outline them in your discussion response.

- OR, If you hope to gain PLA credit (Prior Learning Assessment), describe the course or courses for which you plan to seek credit. Describe the Learning Outcomes of the course(s) briefly. [More on PLA may be found at <http://ww2.valdosta.edu/pla/index.shtml>.]
- Organizational Leadership degree Educational Outcomes are included in Week 6 Learning Module.

Describe experiences that you have had that resulted in learning related to each of the learning/educational outcomes.

How will you document the learning you achieved in that context?

- Do you plan to include: Training evidence, Certificates? On-the-job evaluations of your work? Letters from people in a position to evaluate your learning at work or in volunteer activities? Artifacts, items you designed or created?
- How do you plan to collect the items for your portfolio?

Refer to the Grading Rubric for guidance to earn maximum points. When applicable, include references to the concepts from the course content.

Makeup Work: THE LAST DAY FOR ACCEPTING MAKEUP WORK IS OCTOBER 8, MIDNIGHT.

Online Course Evaluations

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students will need to access SOIs (Student Opinion of Instruction) forms via BANNER and complete them during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class. SOIs are in Banner under Answer a Survey.

Course View (Read Only)

Attachments

Current File: [ORGL 3050 Reflective Seminar II Self In Context.docx](#)

Originator

Political Science Department
DepartmentCollege of Social Sciences
CollegePeralta, J. Salvador
Originator

What would you like to do?

- Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

- Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments

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

Course Details

ORGL 3050 Reflective Seminar II: Self In Context
 Prefix Number Course Title

This is a one-hour seminar that develops students' understanding of the conceptual frameworks for reflective learning and asks students to reflect on and document the social networks, environmental context, and political contexts that have affected their prior learning experiences.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	SIU/Grading
1		1	Fall - 2016	Every Term	SIU/

Prerequisites

ORGL 3000

Corequisites

Rationale

This course is required for the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 90

Comments

The creation of the ORGL prefix has been requested along with the creating of the new BS in Organizational Leadership.

Attachments

Current File: ORGL_3050 Reflective Seminar II Self in Context.docx

College Approvals

J. Salvador Peralta [APPROVED
2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

University of West Georgia
Department of Political Science
ORGL 3050
Reflective Seminar II: Self in Context

Course Description: This is a one-hour seminar that develops students' understanding of the conceptual frameworks for reflective learning and asks students to reflect on and document the social networks, environmental context, and political contexts that have affected their prior learning experiences.

Learning Outcomes:

1. Students will analyze previous experiences using conceptual frameworks for reflection.
2. Students will identify social influences and community relationships that shaped their reactions to past experience.
3. Students will document ethical or theoretical frameworks that influence their decision making and actions.
4. Students will evaluate their own self-awareness, using theoretical frameworks for reflection.
5. Students will critique their own value system vis-à-vis other value systems that they have confronted

Common Language for Course Syllabi:

Please carefully review the information at the following link, for it contains important information about your rights and responsibilities in this course:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Attendance Policy: You are expected to log in to the course **at least every 3 days and participate each time you log in**. You must also turn in activity work by the established weekly deadlines. Once you arrive online in the course, make an effort to get involved in the conversation. Don't hesitate to ask questions if you need clarification or would like more information: if you are confused, it is likely that others are too! The participation percentage you receive will depend on a variety of factors, including (but not limited to) the frequency and helpfulness of your contributions to class discussions and the care you take when peer editing. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. For **online instruction**, this is determined by on-time submission of assignments, quizzes or assessments, interactions (asynchronous discussions and synchronous chats), and response to e-mail communications.

Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

Literature Background:

There is no textbook for this course. Readings are posted online within the course content. In discussions, you are expected to demonstrate knowledge of the concepts presented in the readings and reference them appropriately in the graded Discussions (Film and Final Discussions). The following are the basic concepts

covered in this course. The concepts are introduced and explained in the Learning Modules. They are also available as a group under the Resources Module –Readings for this Course.

1. Sullivan and Rosin's Parts II and III of IV: **Community—“Participation with others populates the imagination with models of what it means to engage the natural, social, and contextual contexts of action.” Responsibility—“the person lives up to her responsibility for others and the values of the community... Only by keeping faith with the trust of others does the professional achieve legitimacy and meaning.”** (Sullivan & Rosin, 2008, p. 94).
2. Korthagen and Vasalos: Phase Model of Core Reflection 3 and 4, Awareness of core qualities needed; plan for Actualization of Core Qualities (KV, 540) – This corresponds to KV Onion Model questions - **What can you do? What do you do? What is it you have to cope with?** (KV, 535).
3. Fiddler and Marienau 2008: **Description of the “role of others’ ideas” in one’s interpretation of situations, connections to others, forming interpretive insights into experiences and observations** (FM, 83).
4. Kolb 1984: **Heightening complexity of interactions to show influences that the individual may be unaware of** (from diagram in figure 6.3, Self as content) **The study of the self as it interacts with the world; Specialization** .
5. Kegan and Lahey 2010: **The self-authoring mind, agenda-driven leader** (435).

HOW YOU WILL BE GRADED:

All reflective seminars in the ORGL 3000, 3050, 4000 series will be graded S/U. (Satisfactory/Unsatisfactory, otherwise known as pass/fail.) In order to receive S satisfactory, students must achieve 70% or higher on all of the following course activities:

- I. Quiz (Quizzes feature) on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%
- II. Posting and Responses (Discussion) Week 3 (Course Objective Goals 1-4) 20%
- III. Self-Analysis (Drop Box Assignment) Week 4 (Course Objective Goals 1-4) 20%
- IV. Film Discussion Week 5 (Course Objective Goals 1-4) 20%
- V. Final Discussion Week 6 (Course Objective Goals 1-4) 20%

SCHEDULE OF ACTIVITIES:

Week 1: Introduction and Orientation for the Course OCT 14 – 21. INTRO DISCUSSION, ETC. DUE OCT 21.

Online Introduction to the Course,
 Responding email to instructor affirming that you are familiar with basic D2L navigation elements with attachment.
 Introductory Discussion Post
 Reading in Course Content Learning Modules. (Prep for Terminology Quiz)

Week 2: Terminology Quiz on basic vocabulary OCT 22 – OCT 29. TERMS QUIZ DUE BY OCT 29.

You’ll have two hours and two attempts to complete the quiz. The highest score counts.

Topics for questions: [From reading materials In Learning Modules and as a group under Resources/ Readings]

- What does “community” mean to you? (from Sullivan and Rosin)
- Have you been involved in volunteer activities, did you note a sense of accomplishment after these activities? Why?
- Do you feel more self-conscious when you do volunteer activities, or less self-conscious? Most people say that they feel less self-conscious, that being a volunteer helps them to “get out of their own head” in a sense. Why do you suppose this happens?
- In your community, have you thought about what you could do, what you can do, and what challenges you have to cope with in your social context? (Korthagen and Vasalos)
- How have your connections to other people affected how you see experiences and events in your community? (Fiddler and Marienau)
- In reflecting on your past experiences, were there any interactions that might have influenced you without you even being aware of the influence? (Kolb diagram 6.3)
- Imagine yourself interacting with others at work. How would you describe the way you interact with others, what are your basic personality traits? (Kolb diagram 6.3)
- Do you see yourself as a leader? Do you lead by setting agendas for others? Do others agree with you as a leader or not? What is the distinction between being a manager and being a micro-manager? (Kegan and Lahey)

Week 3: Posting and Responses (Three Discussions) OCT 30 – NOV 6. DISC'NS DUE BY NOV 6.

Discussion 1. Consider an example of yourself as a member of team, as a volunteer, as a member of a church group or mission team. **What did you do in terms of interacting with others that went well? What did you do as you interacted with others that did not go well, or that had an effect you did not expect? Looking back, how might you interact with people differently?**

Discussion 2. This is a case study discussion. Read the case study, and imagine yourself in John Reynolds' position.

- **What are the social and contextual influences on how John thinks about his situation?**
- **Are they all equally relevant?**

John Reynolds is a Research Chemist in Alabama. He also volunteers for Habitat for Humanity. In his volunteer work, he receives a lot of personal fulfillment as well as lines on his vita and credit towards “service in the community” at the laboratory where he is employed. One weekend, John sees a documentary film called “Blue Vinyl.” It essentially criticizes the polyvinylchloride-related industries for not using environmentally safe procedures, and for allowing PVC derivative compounds to leach into water tables. The current theory is that these compounds can later cause cancer in the human body. John was especially surprised to learn that vinyl siding on homes is considered to be one of the main contributors to groundwater and water table pollution. The documentary noted that a variety of home builders receive special incentive discounts to use vinyl siding. One such builder is Habitat for Humanity, which has used inexpensive vinyl siding in its homes for years, because Habitat receives vinyl siding at a reduced rate from the vinyl industry as a corporate tax shelter contribution. John does some research in respected journals, and decides that the link between vinyl products and cancer gives him cause for concern.

Discussion 3. This is a case study discussion. Read the case study, and imagine yourself in the young American Department of Defense (DoD) doctor's position.

- **What are the social and contextual influences on how you think about his situation?**
- **Are they all equally relevant?**

It's 1957, and you are a young American doctor working for the Department of Defense in the Marshall Islands. The Marshall Islands are being used by the United States as a nuclear warhead testing site. A friend of yours, Adam Johnson, is a doctor with a volunteer medical team who treats the Marshall Island

natives, who were relocated to an island downwind from the testing sites. Adam mentions to you that over the last ten years, he has noticed an increase in particular kinds of cancers. You suspect that this cancer might be related to radioactive fallout, traveling with the prevailing wind patterns, from the nuclear weapons testing that your group has been engaged in on the islands. What should you do in this case?

Further Background: Between 1945 and 1958, the United States conducted 67 atmospheric tests of nuclear weapon designs on the Bikini and Enewetak atolls of the Marshall Islands. After this testing ended in the late 1950s, residents who had been relocated from these atolls began asking to return to their home islands. But going home proved to be not so simple. At Enewetak, for instance, islands continued to be used for other defense programs through the 1960s and 1970s. Finally, in 1978, an extensive radiological survey was conducted of the northern Marshall Islands, including those in the Bikini and Enewetak atolls. An aerial survey determined the external gamma exposure rate. Samples of soil, food crops, animals, well water, seawater, fish, and more were collected to evaluate the radionuclide concentrations in the atoll environment. About the same time, the U.S. launched a massive cleanup and rehabilitation program on the Enewetak Atoll, scraping off about 76,400 cubic meters of surface soil from 6 islands and sealing it off in a crater on the atoll's Runit Island.

Make your initial post early, so your classmates can respond. Make comments on at least two classmates' posts. S/U grading.

Week 4: Self-Analysis (Drop Box assignment) NOV 7 – NOV 14. Self-analysis due by Oct 14.

In this Drop Box assignment, you should prepare a Word .doc, .docx or .rtf in which you answer the following questions. Use the "Add Attachments" button to browse for your saved document on your computer. Upload it here.

- What social interactions, either at work, in volunteer situations, or with family, have shaped my beliefs?
- When my beliefs have changed, why did this happen?
- When I look back on my learning experiences, how have friends or my community helped or hindered my understanding of the world?
- Do I have any regrets about how I either connected or did not connect with social networks?
- Describe an example of someone you consider to interact ideally with others. How close are you to living up to this example? (Please do consider someone who is a learner, who has had learning experiences, rather than a somewhat more classic example like your mother or Jesus.)

Week 5: Film Example (Discussion) NOV 15 – NOV 22. FILM DISC'N DUE NOV 22.

Choose one film and then answer the reflection questions beneath the film choices:

1. **Barbershop** (2002). Calvin (Ice Cube) runs a barbershop that is a neighborhood institution, begun by his father. Calvin struggles with the feeling that the barbershop is holding him back, and eventually sells it to someone who will not value it. Over the course of the film, we begin to see that the barbershop, and other small community businesses like it, matter a great deal to the people who meet there and discuss the issues of the day. Slowly, Calvin also realizes the true value of the barbershop.

2. **Amélie** (2001). Amélie (Audrey Tatou) is a lonely girl who has grown up sheltered and strongly influenced by her parents' views of the world and their perceptions and their choices. After a series of episodes in which she helps other people to be happy, she finds the key to her own happiness in interacting with others rather than remaining solitary. (French film, subtitled in English).

3. **The Village** (2004). In a quiet, isolated village in old Pennsylvania, there seems to be a pact between the

people of the village and the creatures in the surrounding woods: the townspeople do not enter the woods, and the creatures do not enter the village. The pact stays true for many years, but when Lucius Hunt (Joaquin Phoenix) seeks medical supplies from the towns beyond the wood, the pact is challenged. The result causes the council of elders to fear for the safety of the village the future of the people. Written by M. Night Shyamalan.

4. **The Color Purple** (1985). A young African American girl named Celie Harris (Whoopi Goldberg) faces abuse from her father and her husband, but rises above it to discover herself. Based on the Pulitzer Prize-winning novel by Alice Walker. The film chronicles the problems African American women faced during the early 1900s, including poverty, racism, and sexism – and illustrates the culture of the times. Celie is transformed as she finds her self-worth through the help of two strong female characters – played by Oprah Winfrey and Margaret Avery.

1. **Describe the specific assumptions made by the main characters in the film.**
2. **Why do they hold the beliefs that they do?**
3. **What do they learn about other people or about the world that challenges their long held beliefs?**
4. **How do the goals or desires of the characters change by the end of the film?**
5. **Which character in the film did you most identify with (in terms of how his/her attitude or his/her assumptions changed)?**

HINT: Avoid writing out the film's plotline and concentrate on the characters. The focus of your discussion should be on how the characters develop over time. (Refer to the Grading Rubric for maximum points. Include references/citations to relevant theories in the course. Provide specific examples.)

Week 6: Final Discussion NOV 23 – NOV 30. FINAL DIS'N DUE NOV 30.

Research the stated Student Learning Outcomes of this course or of your particular degree program. Briefly outline them in your discussion response.

- o OR, If you hope to gain PLA credit (Prior Learning Assessment), describe the course or courses for which you plan to seek credit. Describe the Learning Outcomes of the course(s) briefly. [More on PLA may be found at <http://ww2.valdosta.edu/pla/index.shtml> .]
- o Organizational Leadership degree Educational Outcomes are included in Week 6 Learning Module.

What interactions with others did you have that resulted in learning in each of these outcome activities? Reflect on the social nature of your past learning

Consider how you would be able to document the learning you achieved in that context.

- o What items, artifacts, or other portfolio items can you provide that will show the learning you achieved in interactions with others?
- o Discuss how you plan to collect the items for your portfolio.

(Refer to the Discussion Grading Rubric for maximum points. Include references/citations to relevant theories in the course. Provide specific examples. Respond to at least two classmates' postings.)

Makeup Work LAST DAY FOR ACCEPTING MAKEUP WORK IS TUESDAY, DECEMBER 3RD.

Online Course Evaluations

Student evaluations (SOIs – Student Opinion of Instruction) are extremely important in helping faculty members plan and revise their courses. Students will need to access SOI evaluation forms via BANNER and complete them in a period during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class. They will be in Banner under Answer a Survey.

Course View (Read Only)

Attachments

Current File: ORGL 3400 Technology in Organizations.docx

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

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

Modifications

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

Course Details

ORGL 3400 Technology for Organizations
 Prefix Number Course Title

This course introduces the student to the relationship between technology and organizations. As technology changes, public, private, and non-profit organizations must decide whether to keep existing technologies, when and how to integrate new technologies, and whether to be a technology leader or follower. The course explores the possibilities, challenges, and issues faced by organizations as they review technologies. This course is designed for both technically and non-technically oriented undergraduates who want to understand how technology impacts an organization and the factors involved in an organization's technological decisions.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

This course is an upper level elective in the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 60

Comments

The creation of the ORGL prefix has been requested along with the creating of the new BS in Organizational Leadership.

In the meantime, I selected POLS as its prefix because the system would not allow me to submit the request without a prefix.

Attachments

Current File: [ORGL_3400 Technology in Organizations.docx](#)

College Approvals

J. Salvador Peralta [APPROVED
2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

University of West Georgia
Department of Political Science
ORGL 3400
Technology in Organizations

COURSE DESCRIPTION:

This course introduces the student to the relationship between technology and organizations. As technology changes, public, private, and non-profit organizations must decide whether to keep existing technologies, when and how to integrate new technologies, and whether to be a technology leader or follower. The course explores the possibilities, challenges, and issues faced by organizations as they review technologies. This course is designed for both technically and non-technically oriented undergraduates who want to understand how technology impacts an organization and the factors involved in an organization's technological decisions.

LEARNING OUTCOMES:

1. Identify and explain the possibilities technologies offer to public, private, and non-profit organizations
2. Identify and explain key issues organizations face when making technological decisions
3. Identify ethical issues involved in an organization's decision to adopt new technologies
4. Identify the different factors considered in the adoption of technology by public, private, and non-profit organizations
5. Evaluate the strengths and weaknesses of technologies for public, private, and non-profit organizations

UWG COMMON SYLLABUS LANGUAGE

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

REQUIRED LEARNING RESOURCES:

Harry Bouwman et al, 2005 *Information and Communication Technology in Organizations: Adoption, Implementation, Use and Effects* ISBN: 978-1412900904

GRADING:

- Online exercises 20%
- Midterm Exam 20%
- Final Exam 20%
- Weekly Discussion 20%
- Group Project 20%

ONLINE EXERCISES:

Weekly exercises and activities associated with the reading and class material will engage the learner with the material. These exercises are intended to highlight the relevance of the class concepts to current technology issues and policies for public, private, and non-profit organizations. Specific information is available on CourseDen.

EXAMS:

Learners will complete an online midterm and final exam. The final exam will be cumulative.

WEEKLY DISCUSSION:

Each week learners will be asked to post a brief response (approximately 500 words) to a discussion question relevant to the course topic for the week. Additional information and a grading rubric is available on CourseDen.

GROUP PROJECT:

Students will be divided into groups. Each group will analyze the use of technology in either a public, private, or non-profit organization. Specific information and a grading rubric is available on CourseDen

MISSED OR LATE ASSIGNMENTS:

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

CLASS PARTICIPATION:

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

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

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

ATTENDANCE:

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

ADD, DROP, WITHDRAWAL, AND PAPERWORK:

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

ASSUMPTION OF ADULTHOOD:

This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You are expected to meet the requirements of the

course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

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

INCOMPLETE GRADES:

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

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, pictures, etc. may be asked via email, but only through the student's official university accounts. Gmail, Hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:

There will be NO extra credit given in this course beyond the simulation score.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time. . . .

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

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

ACADEMIC HONESTY:

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

INCLEMENT WEATHER AND CAMPUS EMERGENCIES:

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

STUDENT ENGAGEMENT:

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

FEDERAL "LAST ATTENDED DATE" REQUIREMENT:

The federal government requires that schools that accept federal financial aid report the last date of attendance for students under some conditions. Professors must report such information to the University. As attendance is not taken in this course, the professor will not track whether or not you are present on a given day. "Last Attended" reporting will be based on the following standard: 1) the withdrawal date for students who have withdrawn, 2) the last date of a submitted assignment in the course, or 3) the last accessed date in CourseDen. Please note that the report the second Friday of the semester may be used by the federal government (and in some cases the state government) to seek recovery of financial aid monies.

GOVERNMENT COMPLIANCE STATEMENTS:

ADA Statement:

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

Equal Opportunity Statement:

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

Affirmative Action Statement

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

UWG COMMON SYLLABUS LANGUAGE

This syllabus includes the UWG Common Syllabus Language that can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

MODIFICATIONS TO THIS SYLLABUS:

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

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

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

Course View (Read Only)

Attachments

Current File: ORGL 4000 Reflective Seminar III.docx

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

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

Modifications

- Prerequisites
 - Corequisites
 - Description
 - Title
 - Credit
 - See Comments
- Senate Action Item [\(See Procedure\)](#)

Course Details

ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transforms
 Prefix Number Course Title

A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection; analysis and development of the student's own capacity to adapt and transform his/her own learning practices. Prerequisites: ORGL 3000 and ORGL 3050.

Course Catalog Description

1		1	Fall - 2016	Every Term	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ORGL 3000 and ORGL 3050

Corequisites

Rationale

This course is required for the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 90

Comments

The creation of the ORGL prefix has been requested along with the creating of the new BS in Organizational Leadership.

Attachments

Current File: ORGL_4000_Reflective_Seminar_III.docx

College Approvals

J. Salvador Peralta [APPROVED
2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Seif
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

**University of West Georgia
Department of Political Science**

**ORGL 4000 Reflective Seminar III:
Transforming Self, Self-Transformation**

One of four required ORGL seminars
in the eMajor Organizational Leadership degree program

This syllabus is available online, and may be updated, in our Course in GoVIEW.

ORGL 4000: Reflective Seminar III: A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection; analysis and development of the student's own capacity to adapt and transform his/her own learning practices. **Prerequisites: ORGL 3000 and ORGL 3050**

ORGL 4000 Learning Outcomes:

1. Students will critically evaluate their own assumptions and values in past experiences.
2. Students will express their self-awareness and engage in self-critique.
3. Students will critique their own assumptions and beliefs.
4. Students will measure their own capacity for self-transformation.
5. Students will document responses to situations and events that show reflection on their own beliefs as well as wider beliefs in community and context.

Common Language for Course Syllabi:

Please carefully review the information at the following link, for it contains important information about your rights and responsibilities in this course: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Attendance Policy: You are expected to log in to the course at least every 3 days and participate each time you log in. You must also turn in activity work by the established weekly deadlines. Once you arrive at class, make an effort to get involved in the conversation. Don't hesitate to ask questions if you need clarification or would like more information: if you are confused, it is likely that others are too! The participation percentage you receive will depend on a variety of factors, including (but not limited to) the frequency and helpfulness of your contributions to class discussions and the care you take when peer editing. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. For online teaching, this is determined by on-time submission of assignments, assessments, interactions (asynchronous discussions and synchronous chats), and response to e-mail communications.

Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation

Literature Background: [This material is posted within the ORGL 4000 course content.]

1. Sullivan and Rosen's Part IV of IV: Bodies of knowledge—disciplinary (and multidisciplinary) frameworks for 'arguing and knowing.' (Sullivan & Rosin, 2008, p. 94)
2. Korthagen and Vasalos Phase Model of Core Reflection 5, Experimenting with new behaviors that reflect mobilized core qualities (KV, 540) —corresponds to KV Onion Model question *Why are you here*, noting possible transformation and refinement of Mission after first two seminars (KV, 535)
3. Fiddler and Marienau 2008, description of building a repertoire of competences, developing reflective abilities, building reflective sensitivities and capabilities, meaningful learning to events to reflection (FM, 84-85)

4. Kolb 1984, ability to understand heightened complexity from symbolic, affective, perceptual and behavioral knowledge and form plans for transformation and change, understanding of self as changeable and developing (from diagram in figure 6.3, Self as a process – transacting with the world; Integration)
5. Kegan and Lahey 2010, “stepping enough outside our current way of thinking and feeling that we have a chance to alter, not just our behavior, but the reality shaping beliefs and assumptions that give rise to our behavior.” (434)
The self-transforming mind, meta-leader, leader who learns, leader seeing limits of their own ideology (435)

How You Will Be Graded:

All reflective seminars in the ORGL 3000, 3050, 4000 series will be graded S/U. (Satisfactory/Unsatisfactory, otherwise known as pass/fail.) In order to receive S satisfactory, students must achieve 70% or higher on all of the following course activities:

- I. Quiz on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%
- II. Posting and Responses Discussion Week 3 (Course Objective Goals 1-4) 20%
- III. Self-Analysis (Drop Box) Week 4 (Course Objective Goals 1-4) 20%
- IV. Film Example Discussion Week 5 (Course Objective Goals 1-4) 20%
- V. Final Discussion Week 6 (Course Objective Goals 1-4) 20%

SCHEDULE OF ACTIVITIES:

Week 1: Introduction to the Course **AUG 19 – AUG 26, INTRO DISCUSSION, ETC. DUE AUG. 26.**

Online Introduction to the Course,
Responding email to instructor affirming that you are familiar with basic D2L navigation elements with attachment.
Reading in Course Content Learning Modules.

Week 2: Quiz on basic vocabulary and terms **AUG 17 – SEPT 3. QUIZ COMPLETED BY SEPT 3.**

You'll have two hours and two attempts to complete the quiz. The highest score counts.

Topics for questions: [From reading materials In Learning Modules and as a group under Resources/Required Readings]

In the field in which you are majoring or earning your Prior Learning Assessment credit, are there various frameworks or “schools of thought”? Do people have differences of opinion about them? Describe them. (Sullivan and Rosin)

Have you changed your mind between different theories, approaches, or “schools of thought” in your work? How did the change in your thinking happen and why?

Have you had to explain different approaches to someone new at work or to someone new in your volunteer activities? What was it like explaining it, as compared to doing it?

Do you feel like you have a variety of different knowledge from different perspectives about what you do? How did you learn to be “versatile” in the learning you achieved? (Fiddler and Marienau)

In reflecting on your past experiences, did you come to a stage in your own development when you could see how “complex” a situation was – more so than people who were new to your work or volunteer experiences?

What activities did you engage in that gave you this complex understanding? (Kolb diagram 6.3 integration)

Looking back on your prior learning, are there times when you have changed your outlook, or self-transformed? Do you feel that you came to a point in your development when you were more able to change your approach, or you could "see the big picture" and that gave you courage to change how you did things or make new suggestions to people ranking above you? (Kegan and Lahey)

Week 3: Posting and Responses (Discussion) SEPT 4 – SEPT 11. DISCUSSIONS DUE SEPT 11.

1. The final stage of self-reflection gives you a deeper understanding of the theories, models, frameworks and assumed knowledge of a field. In order to evaluate yourself as a learner, it is important to have these "schools of thought" in mind, seeing how they differ and being able to choose between them. Think of your past learning. What are the "schools of thought" you would discuss and move between as a self-actualized, self-transforming learner?
2. This is a case study discussion. Read the case study, and imagine yourself in Angela Murphy's position. What are the various frameworks, models, or "schools of thought" related to how Angela thinks about her situation? How can Angela develop her knowledge to move between different frameworks?

Angela is a purchasing and buying professional working in the auto industry. She has worked for a small parts (nuts and bolts for cars) supplier in the Midwest for about 5 years. She has a basic understanding of spreadsheets and is good at tracking how often individual items sold by her company need to be restocked. One day her manager asks her to study a new model for doing supply chain management, called Kanban. What might Angela do to learn more about this new framework or school of thought in her field?

Further information:

In the late 1940s, Toyota began studying supermarkets with a view to applying store and shelf-stocking techniques to the factory floor, figuring that in a supermarket, customers get what they need, at the needed time, and in the needed amount. Furthermore, the supermarket only stocks what it believes it will sell, and customers only take what they need because future supply is assured. This led Toyota to view a process as a customer of preceding processes, and the preceding processes as a kind of store. The customer process goes to this store to get needed components, and the store restocks. As in supermarkets, originally, signboards were used to guide "shoppers" to specific restocking locations. "Kanban" uses the rate of demand to control the rate of production, passing demand from the end customer up through the chain of customer-store processes. In 1953, Toyota applied this logic in their main plant machine shop. An important determinant of the success of production scheduling based on "pushing" the demand is the quality of the demand forecast that can receive such "push." Kanban, by contrast, is part of an approach of receiving the "pull" from the demand. Therefore, the supply or production is determined according to the actual demand of the customers. In contexts where supply time is lengthy and demand is difficult to forecast, the best one can do is to respond quickly to observed demand. This is exactly what a Kanban system can help with: It is used as a demand signal that immediately propagates through the supply chain. This model is also associated with Wal-Mart restocking procedures each night, and is considered a great shift in practices or advancement in the business community.

3. This is another case study discussion. Read the case study, and imagine yourself in the position of Bob Johnson, experienced educator. What are the ways that Bob might develop new learning and new appreciation for different learning models and schools of thought?

Bob Johnson is a 30 year veteran grade school teacher working in a public school in North Carolina. He enjoys working with his students and has seen many changes, including increased use of computers by students as young as kindergarteners, an increase in standardized testing, and a decrease in funding for physical education, music and arts programs in schools. In 2004, he begins to hear his colleagues speak more and more about phrases like "teaching to the test" and "assessment culture". In 2005 he hears about the report of the Commission on the Future of Higher Education, led by U.S. Secretary of Education Margaret Spellings. The report discusses the importance of assessment of student performance as well as teacher performance in class. As Bob is an engaged teaching professional, he wants to stay current and grow with the recent changes in higher education. Reflect on how Bob might learn more about these changes, and become more comfortable within the new theories and "schools of thought" presented in assessment culture.

Week 4: Self-Analysis (Dropbox assignment) SEPT 12 – SEPT 19. ASSIGNMENT DUE SEPT 19.

In this assignment in the Dropbox, you should prepare a Word .doc, .docx or .rtf in which you answer the following questions. Use the "Add Attachments" button to browse for your saved document on your computer. Upload it to the Dropbox.

When did you have to learn a new theoretical framework or change the usual way that you thought about your work?

When "schools of thought" you worked with have changed, how did you adjust?

When I look back on my learning experiences, how have the theories that were popular at the time affected how decisions and choices were made by me and those I worked with?

Are there any theoretical approaches being used that I wish I had been exposed to or learned more about earlier in my career?

Week 5: Film Example Discussion. SEPT 20 – 27. FILM DISCUSSION DUE SEPT 27.

Choose one film, view it and then answer the reflection questions following the film choices:

1. **Dances with Wolves** (1990). Lt. John Dunbar (Kevin Costner) is assigned to the Western frontier on his own request after an act of bravery. He finds himself at an abandoned outpost. At first he maintains strict order using the methods and practices taught to him by the military, but as the film progresses, he makes friends with a nearby Native American tribe, and his perceptions of the military, the frontier, and Native Americans change dramatically.
2. **Working Girl** (1988) Tess McGill (Melanie Griffith) works as a secretary for a large firm involved in acquiring media corporations such as radio and television. When her boss has a skiing accident, Tess gets a chance to use her own ideas and research, ideas that she has been keeping within herself for years – ideas that are arguably better, and more insightful into mass media practices, than her boss's ideas were.
3. **Schindler's List** (1993). In Poland during World War II, Oskar Schindler (Liam Neeson) gradually becomes concerned for his Jewish workforce after witnessing their persecution by the Nazis. He initially was motivated by profit, but as the war progressed he began to sympathize with his Jewish workers and attempted to save them. He was credited with saving over 1000 Jews from extermination. (Based on a true story.)
4. **Gran Torino** (2008). Walt Kowalski (Clint Eastwood), a recently widowed Korean War veteran alienated from his family and angry at the world. Walt's young neighbor, an Asian American, is pressured into stealing Walt's prized 1972 Ford Gran Torino by his cousin for his initiation into a gang. Walt thwarts the theft and subsequently develops a relationship with the boy and his family.

Describe the specific theories, assumptions, or "schools of thought" that the characters in the film have. How do their schools of thought differ?

How do the main characters change over the course of a film? How does their understanding of themselves change?

How do the goals or desires of the characters change by the end of the film?

Would you say that the main characters grew after learning something that was new, a new approach, a new theory, or a new understanding of their place in the world?

The focus of your discussion should be on how the characters develop over time. (Refer to the Grading Rubric for maximum points. Include references/citations to relevant theories in the course. Provide specific examples.)

Week 6: Final Discussion SEPT 28 – OCT 5. FINAL DISCUSSION DUE OCT 5.

Research the stated Learning Outcomes of this course or of your particular degree program. (Briefly outline them in your discussion response.)

- o OR...If you plan to gain PLA credit (Prior Learning Assessment), describe the course or courses for which you hope to gain credit. Briefly describe the Learning Outcomes of the course(s) and answer the questions below. [More information on PLA may be found at

[http://www.westga.edu/coss/820_adult_learning.php.](http://www.westga.edu/coss/820_adult_learning.php)]

Discuss how theory and practice interrelate in meeting the different Learning Outcomes for this course or your degree program.

What are the “schools of thought” or frameworks or theories in which you have to show knowledge and learning?

What items, artifacts, or other portfolio items can you provide that will show the learning you achieved in theories or “the big picture” of your chosen field you?

- How do you plan to collect the items for your portfolio?

(Refer to the Discussion Grading Rubric for maximum points. Include references/citations to relevant theories in the course. Provide specific examples. Respond to at least two classmates postings.)

Online Course Evaluations

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students will need to access SOIs (Student Opinion of Instruction) forms via BANNER and complete them during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class, scheduled to be posted on the Monday after the final examination days. SOIs are in Banner under Answer a Survey.

Attachments

Current File: [ORGL 4900 Organizational Internship.docx](#)

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments
Senate Action Item [\(See Procedure\)](#)

Course Details

ORGL 4990 Organizational Leadership Capstone
Prefix Number Course Title

A capstone course in which students will demonstrate comprehensive understanding of reflective learning, conceptual frameworks, and goals of their degree.

Course Catalog Description

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

Prerequisites

ORGL 3000, ORGL 3050, and ORGL 4000

Corequisites

Rationale

This course is required for the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

The creation of the ORGL prefix has been requested along with the creating of the new BS in Organizational Leadership.

Attachments

Current File: ORGL_4900 Organizational Internship.docx

College Approvals

J. Salvador Peralta [APPROVED
2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course View (Read Only)

Attachments

Current File: [ORGL 4900 Organizational Internship.docx](#)

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments
Senate Action Item [\(See Procedure\)](#)

Course Details

ORGL 4900 Organizational Internship
Prefix Number Course Title

Students may receive academic credit for personal experience in non-profit organizations, the political process, or public employment. Credit hours only apply toward electives.

Course Catalog Description

3		3	Fall - 2016	Every Term	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

POLS 1101

Corequisites

Rationale

This course is an upper level elective in the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Comments

The creation of the ORGL prefix has been requested along with the creating of the new BS in Organizational Leadership.

Attachments

Current File: [ORGL_4900 Organizational Internship.docx](#)

College Approvals

J. Salvador Peralta [APPROVED
2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

**University of West Georgia
Department of Political Science**

**ORGL 4900
Organizational Internship**

Course Description

Students may receive academic credit for personal experience in non-profit organizations, the political process, or public employment. Credit hours only apply toward electives.

Learning Objectives

1. Learning objectives vary by internship assignment and will be developed by the student, faculty advisor, and organization supervisor on a case-by-case basis.

Requirements

To successfully complete the internship, Students must:

1. Comply with the terms of the mutually agreed-upon contract.
2. Articulate how the objectives of the course were achieved.
3. Demonstrate an ability to collaborate toward the achievement of a common goal.

UWG Common Language for Course Syllabi:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Class objectives: At the end of the internship students will demonstrate that they have developed:

1. An understanding of the structure of public organizations and agencies;
2. an understanding of the role and responsibility of the government organization in society;
3. an insight into the workings of public agencies and;
4. an ability to research and analyze topics of public administration.

INTERNSHIP GUIDELINES

I. PURPOSE OF INTERNSHIPS

Internships provide students with work experience to give them realistic exposure to functions, processes, and actions of governmental institutions at the federal, state and local levels, as well as private firms and organizations. Such practical experience is a valuable and appropriate component of the Political Science Department, especially for pre-service majors. When an internship is integrated

with relevant coursework, directed readings, and preparation of scholarly papers, the experience enhances and augments classroom education.

Internships are characterized by regularly scheduled and sustained participation in activities of organizations. Internships include opportunities to observe and contribute to the dynamics and responsibilities of a specific work environment and to gain an understanding of the larger political system in which public organizations exist.

These guidelines explain eligibility for enrollment, as well as the structure and evaluation of both the academic and the work components of a Political Science Department internship. Please read the information carefully. In planning the internship, YOU are responsible for following these guidelines.

II. GUIDELINES

Placement

Each student must arrange his/her internship with the Intern Coordinator (I.C.). The I.C. will assist students in securing internships. Students are encouraged to seek internships, but must have permission of the I.C. to enter into an internship agreement. The I.C.'s decision about the appropriateness of an internship experience is final.

Duration and Timing

The Department of Political Science requires that internships be opportunities for sustained involvement. Thus, a commitment of at least 160 hours over an extended period is expected for the working experience to be useful in meeting the purposes of an internship.

Formal Agreement

The Department of Political Science requires a formal internship agreement to be co-signed by the student and the I.C. (see Form A). In addition, the department must have on file a statement from the person directing the internship (see Form B). The statement must describe the nature and duration of the internship, including the types of responsibilities to be assigned, the anticipated work schedule, the anticipated beginning and ending dates, and the kind of supervision the intern will have.

Compensation

The availability of compensation does not affect the academic validity of the internship. As a general policy, the Judicial Internship Program prefers that the students be compensated through a fellowship, stipend, or salary from the agency involved. However, compensation is normally determined by the agency granting the internship. The Department of Political Science will not negotiate or request compensation for an internship.

Evaluation

Evaluation is a continuous and on-going aspect of any internship program. The Internship Program expects internship supervisors to communicate frequently with the interns regarding performance. The Internship program requires a final, written assessment of the intern's progress from the internship supervisor (see Form C).

Application Process

Application for an internship should be submitted for approval to the Intern Coordinator.

The following information must be included as part of the application package:

1. Internship Form A: Internship Agreement
2. Internship Form B: Intern Supervisor's Statement

Internship Contract

Department of Political Science

1. I agree to become acquainted with the policies and procedures of the employer upon acceptance of an internship
2. I agree to treat the organization's affairs as confidential and with respect to the employer and the employer's clients (if any).
3. I agree to act in a professional and ethical manner and not conduct personal business during work hours.
4. I agree to have a clear understanding of the days and times that the employer requires me to be onsite and prepared to work.
5. I agree to be punctual and to immediately inform the employer by phone or other method preferred by the employer if I am unable to be at work at the agreed upon time.
6. I agree to wear attire appropriate to the position as determined by the employer.
7. I agree to accept constructive criticism; continuously strive to improve and grow professionally.
8. I agree to maintain a minimum GPA of 2.0, continue to attend enrolled classes, and submit all required projects and course-work.
9. I understand that this internship may be unpaid and there is no guarantee or suggestion of employment after the internship ends.
10. I understand that participation in the internship program is a reflection on all parties involved, therefore, any violations of any part of the guidelines could jeopardize the high standards by which we govern ourselves and result in immediate discharge and revocation of associated credit hours (if any).

Signature of Intern

Date

Course View (Read Only)

Attachments

Current File: POLS 4218 Project Management in the Public Sector.docx

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments
Senate Action Item [\(See Procedure\)](#)

Course Details

POLS 4218 Project Management in the Public Sector
Prefix Number Course Title

This course will discuss the theory, principles, tools, and techniques necessary to build a solid project management foundation. The Project Management Institute's (PMI) standards for project management will be emphasized throughout the course.

Course Catalog Description

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

POLS 1101

Corequisites

Rationale

This course is required for the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 90

Comments

Empty comment box

Attachments

Current File: POLS 4218 Project Management in the Public Sector.docx

College Approvals

J. Salvador Peralta [APPROVED 2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED 2016-02-26]

Coordinator, COS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

**University of West Georgia
Department of Political Science**

**POLS 4218
Project Management in the Public Sector
Fall 2016**

Dr. Sooho Lee

Email: slee@westga.edu

Phone: 678-839-4991

Office (136 Pafford Bldg) Hours: TR 12:30 – 3:00 pm or by appointment

I. Course Description

This course will discuss the theory, principles, tools, and techniques necessary to build a solid project management foundation. The Project Management Institute's (PMI) standards for project management will be emphasized throughout the course.

II. Learning Outcomes

Although this course will focus upon the theory and methods associated with project management, it is also intended to be "hand's on." After taking this course, students should be equipped with, among other things, the following:

1. A solid appreciation and understanding of the role that project management plays within the public sector, as well as the role that it can play within the students' organizations;
2. An in-depth understanding of the issues, challenges, and opportunities associated with project management (specifically as these pertain to the public sector);
3. A thorough understanding of the Project Management Institute's project management methodology and standards (which forms the basis of the Project Management Professional (PMP) certification exam); and,
4. Insights into various tools and techniques that can be used by project managers to better position their projects for success.

University Policies – Common Language for Course Syllabi

Please read UWG's Disability Policy, Email Policy, Credit Hour Policy, and Honor Code by clicking the link below:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Course Overview

Strong project management skills play a critical role in today's public sector environment, where public administrators are required to deliver upon time-sensitive, critical projects while also attempting to keep the project scope and costs in check. Unfortunately, studies have shown that a large percentage of projects across various industries often fail, in large part due to the lack of strong project management skills. Furthermore, governmental and non-profit project managers often experience challenges specific to the nature of the public sector.

Specific topics of discussion will include:

- o The fundamentals, lifecycle, and phases of project management;
- o The differences between managing public sector and private sector projects;
- o The project management team and organization;
- o The leadership skills required of a project manager;
- o Scope and change management;

- Project planning strategies, including the development of Work Breakdown Structures, schedules, budgets, and project documentation;
- Managing and controlling projects;
- Risk management; and,
- Conflict resolution and negotiation strategies.

The course will make heavy use of project management books, case studies, team discussions, and assignments, with a specific focus upon project management best practices. Various project management software tools will also be discussed during the course, including Microsoft Project, Mindjet MindManager, and other tools and collaborative platforms.

III. Required Texts

1. Project Management Institute. A Guide to the Project Management Body of Knowledge. Project Management Institute, 2013 (5th Edition).
2. Berkun, Scott. Making Things Happen: Mastering Project Management (former title: The Art of Project Management). O'Reilly, 2008.
3. Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. ASPA Series in Public Administration and Policy, 2010 (1st Edition).

IV. Requirements

- **Exams (60%)**

There will be two exams: mid-term (20%) and final (30%). It will test your knowledge and understanding of the texts, materials, and discussions in the course. No make-up exam is available.

- **Team Projects (25%)**

A team project will be administered as part of this course. The details regarding this group project will be disclosed during Week 2 or 3 of the semester.

- **Project Briefings (20%)**

Each student will write a short analytical summary of an example project that the instructor provides every other week. All briefings are due on time. Any late work will not be accepted. A professional format (the instructor will also posted it on CourseDen) should be used for this assignment.

- **Contributions/participations and Attendance (5%)**

Active participation in discussions is highly recommended. Attendance will be taken at every class meeting, and excessive absences will result in an overall course grade penalty. Each absence will result in a penalty of three point deducted from the final grade percentage. This penalty can be waived only under very limited circumstances, such as travel to represent the University, serious documented illness, or a real family emergency. Excused absence should be approved by the instructor with written evidence (e.g., doctor's note, departmental letter, etc.) in advance, if possible. Attendance is defined as "presence in the classroom from the beginning of class until the end of class." Late coming or early leaving without prior permission will be considered as an absence. Those who will make perfect attendance will get 3% extra credit.

- **Final grade**

Final grade point (100%) = Exams (50%) + Team Project (25%) + Project Briefings (20%) + Contribution/Attendance (5%)

A (90% or higher), B (80-89%), C (70-79%), D (60-69%), and F (59% or lower)

V. Policies and Expectations

- **Class behavior expectation**

You are expected to assist in maintaining a classroom environment that is conducive to learning. Listed below are a few examples of disruptive behavior that are prohibited in the classroom:

- a. Cellular phones
- b. Eating in the classroom
- c. Excessive tardiness
- d. Leaving the lecture early without prior permission
- e. Making offensive remarks
- f. Classroom conversation not relevant to class discussion
- g. Reading other materials that is not related to the course during class
- h. Sleeping
- i. Special attention for Laptop Computer Users: You may use your laptop or tablet during class only for the purpose of taking notes. You cannot use it for other purposes.

- **Plagiarism**

Plagiarism is the use of materials by other authors and content providers without the appropriate attribution. This is a serious violation of the University Honor Code. You must use the appropriate citations and references if you use the work of others to inform your paper.

Types of Plagiarism (<http://www.plagiarism.org/plagiarism-101/types-of-plagiarism/>):

(1) Submitting another's work, word-for-word, as one's own. (2) Contains significant portions of text from a single source without alterations. (3) Changing key words and phrases but retaining the essential content of the source. (4) Paraphrases from multiple sources, made to fit together (5) Borrows generously from the writer's previous work without citation. (6) Combines perfectly cited sources with copied passages without citation. (7) Mixes copied material from multiple sources. (8) Includes citations to non-existent or inaccurate information about sources. (9) Includes proper citation to sources but the paper contains almost no original work. (10) Includes proper citation, but relies too closely on the text's original wording and/or structure.

VI. Course Schedule and Reading Assignments

Week 1	Introduction to Project Management
	Introducing ourselves Syllabus [CourseDen] Overview of the course
	<i>Reading:</i> <ul style="list-style-type: none">➤ Berkun, Scott. Making Things Happen: Mastering Project Management. Chapter 1➤ Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. Chapter 1➤ Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 1
Week 2	Project Management Concepts and the Role of the Project Manager
	<i>Reading:</i> <ul style="list-style-type: none">➤ Berkun, Scott. Making Things Happen: Mastering Project Management. Chapters 12, 16➤ Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. Chapter 2➤ Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 2 – 3
Week3	Project Integration Management, Stakeholders, and Initiation
	<i>Reading:</i> <ul style="list-style-type: none">➤ Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 4, 13
Week4	Introduction to Project Planning and Project Scope Management
	<i>Reading:</i> <ul style="list-style-type: none">➤ Berkun, Scott. Making Things Happen: Mastering Project Management. Chapters 3 - 4➤ Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. Chapter 3➤ Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 5
Week5	Scope Definition and Work Breakdown Structures
	<i>Reading:</i> <ul style="list-style-type: none">➤ Berkun, Scott. Making Things Happen: Mastering Project Management.

Chapters 5 - 7

- Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. Chapter 4
- Haugan, Gregory. Effective Work Breakdown Structures. (recommended)

Week6 Project Time Management and Project Schedules

Reading:

- Berkun, Scott. Making Things Happen: Mastering Project Management. Chapter 2
- Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. Chapter 5
- Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 6

Week7 Project Cost Management and Project Budgets

Reading:

- Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 7

Week8 Project Quality Management

Reading:

- Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 8

Mid-term Exam

Week9 Project Human Resource Management and Project Teams

Reading:

- Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. Chapter 6
- Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 9

Week10 Project Procurement Management

Reading:

- Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. Chapter 7 - 8
 - Project Management Institute. A Guide to the Project Management Body
-

of Knowledge (PMBOK). Chapter 12

Week11 Project Communications Management

Reading:

- Berkun, Scott. Making Things Happen: Mastering Project Management. Chapter 9 - 10
- Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 10

Week12 Project Risk Management

Reading:

- Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK). Chapter 11

Week13 Project Execution: Making Things Happen

Reading:

- Berkun, Scott. Making Things Happen: Mastering Project Management. Chapter 8, 13 – 15

Week14 Project Monitoring, Control, and Close Out

Reading:

- Berkun, Scott. Making Things Happen: Mastering Project Management. Chapter 11
- Kassel, David. Managing Public Sector Projects: A Strategic Framework of Success in an Era of Downsized Government. Chapter 9 -10

Week15 Program Management and Other Topics/ Final Exam

Course View (Read Only)

Attachments

Current File: POLS 4219 Public Human Resource Management.doc

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

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

Course Details

POLS 4219 Public Human Resource Management
Prefix Number Course Title

This course will examine the processes, policies, procedures and laws concerning public personnel. It will also cover the issues of employee protection, motivation, efficiency and responsibility.

Course Catalog Description

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

Prerequisites

POLS 1101

Corequisites

Rationale

This course is required for the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (Res Policy) Present or Projected Annual Enrollment: 90	Comments	
Attachments Current File: POLS 4219 Public Human Resource Management.doc		
College Approvals <hr/> J. Salvador Peralta [APPROVED 2016-02-25] <hr/> Chair, Course Department <hr/> Amber Smallwood [APPROVED 2016-02-28] <hr/> Coordinator, COSS Executive Committee	Other Approvals Cale Self [APPROVED 2016-03-10] <hr/> Chair, Undergraduate Programs Committee	Final Approval <hr/> Myrna Gantner [REQUIRED] <hr/> Final Approver

**University of West Georgia
Department of Political Science**

**POLS 4219
Public Human Resource Management**

Dr. Robert M. Sanders, Professor, Director of Public Administration,
University of West Georgia, College of Social Sciences, Public Administration Program,
Office- Pafford 132, (678) 839-4995, bsanders@westga.edu
Political Science office- 678.839-6504, fax: 678.839-5009, Pafford 140,

Course Description:

This course will examine the processes, policies, procedures and laws concerning public personnel. It will also cover the issues of employee protection, motivation, efficiency and responsibility.

Learning Objectives:

At the end of the course, students will demonstrate that they have developed:

1. An advanced understanding of the unique responsibility and position of the public personnel department in regard to law, service and labor relations
2. An elevated understanding of the workings of the public personnel department including employee motivation, testing, evaluation, termination, recruitment, and placement
3. The ability to research, write and communicate aspects of public human resource management.

University Policies – Common Language for Course Syllabi

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Required Texts:

Riccucci, Norma, and Naff, Katherine, *Personnel Management in Government Politics and Process*. 7th ed. Boca Raton, FL: Taylor and Francis Group, 2014.

Reeves, T. Zane, *Cases in Public Human Resource Management*. Belmont, CA: Thomson/Wadsworth, 2006.

Requirements: Term Paper: 35%

A research paper approximately 10 pages, typewritten and double spaced, will be required. The paper will first cover a case in Reeves' *Cases in Public Human Resource*

Management (approximately, 1-2 pages), and the remainder of the paper will be a research and analysis essay about a personnel topic related to the case you have chosen. Papers will be graded on the basis of content, research and analysis, and must be the original work of the student for this class exclusively. They should effectively cover the topic, be in the proper research format and should be free of spelling and grammatical errors. Drafts and outlines may be submitted at any time. The project must include a case and must be submitted by the date outlined in the syllabus or it will receive no credit.

Mid-term: 25%, and Final Examination: 25%

In order to assess the student's knowledge and grasp of the subject matter from lectures and required readings, closed book tests will be administered in short answer and essay form. Tests must be taken on the dates stipulated in the syllabus.

Class Presentations: 15%

Students will present an oral report, a summary of a case in the Reeves text (it must be different than the one chosen for the paper) with some other related personnel information from an outside source. Reports must be presented on the date outlined in the syllabus.

Class Participation

The class will be in a seminar format. Students will be expected to share their knowledge and opinions of lectures, required text and journal readings and related materials. Outstanding class participation will result in one or two extra points on a student's grade point average. Students are expected to attend all classes and to be on time for class. Three absences will result in a deduction of three points; four absences, four points; five absences, six points; six absences, eight points, and seven or more absences, a 15 point deduction.

Schedule:

History and Political Developments:

- 8/25: Introduction, History of Reform; Read Riccucci, Naff, Chapter 1.
- 9/1: Goals of the Reform Movement; Read Riccucci, Naff, Chapter 2.
- 9/8: Politics and legal issues.

Organizational Structure, Management:

- 9/15: Labor Relations. Read Riccucci, Naff, Chapter. 10.
- 9/22: Structure, Classification, Compensation; Read Riccucci, Naff, Chapter 4.
- 9/29: Training. Performance Appraisal; Read Riccuccu, Naff, Chapter 7.
- 10/6: **Mid-term exam.**
- 10/13: Human Resource Planning; Read Riccucci, Naff, Chapter 3.
- 10/20: Recruitment, Selection and Placement; Read Riccucci, Naff, Chapter 6.

Legal Constraints, Productivity:

- 10/27: Constitutional Issues.
- 11/3: Productivity.
- 11/10: Quality; Employee Assistance; Read Riccucci, Naff, Chapter 5.
- 11/17: **Term papers due, class presentations due.**
- 12/1: Equal Employment, Harassment; Read Riccucci, Naff, Chapters 8, 9.

12/8: @ 5:00, **Final exam.**

Additional Resources: Dresang, *Public Personnel Management and Public Policy*; Ban, Riccucci, *Public Personnel Management*; Daley, *Strategic Human Resource Management*; Beatty, Schneider, *Personnel Administration: An Experimental Skill Building Approach*; Tompkins, *Human Resource Management in Government*.

Course View (Read Only)

Attachments

Current File: POLS 4220 Administrative Law and Government.docx

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

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

Modifications

- Prerequisites
 - Corequisites
 - Description
 - Title
 - Credit
 - See Comments
- Senate Action Item [\(See Procedure\)](#)

Course Details

POLS	4220	Administrative Law and Government
Prefix	Number	Course Title

This course introduces the student to the relationship between Administrative Law and American Government as well as the ethics and challenges inherent in Administrative Law decision making. It is designed for undergraduates who are interested in public administration and public policy. While the course reviews and discusses the cases that form the basis of administrative law, the focus is on the understanding and application of principles rather than case law.

Course Catalog Description

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

Prerequisites

POLS 1101

Corequisites

Rationale

This course is an upper level elective in the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

Attachments

Current File: POLS 4220 Administrative Law and Government.docx

College Approvals

J. Salvador Peralta [APPROVED
2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED
2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

University of West Georgia
Department of Political Science
POLS 4220
Administrative Law and Government

Instructor: Kathleen Barret
Email: kbarrett@westga.edu

Office: Pafford 115
Office Hours: TBD

COURSE DESCRIPTION:

This course introduces the student to the relationship between Administrative Law and American Government as well as the ethics and challenges inherent in Administrative Law decision making. It is designed for undergraduates who are interested in public administration and public policy. While the course reviews and discusses the cases that form the basis of administrative law, the focus is on the understanding and application of principles rather than case law.

REQUIRED LEARNING RESOURCES:

Beermann, Jack M., 2010. *Inside Administrative Law: What Matters and Why* ISBN: 978-0735579613

LEARNING OUTCOMES:

- Identify and explain the relationship between Administrative Law and American Government
- Identify ethical issues involved in Administrative Law
- Identify legal principles associated with Administrative Law
- Explain agency decision making
- Explain adjudication and its relationship courts
- Evaluate the strengths and weaknesses of Administrative Law in American Government

GRADING:

- Online exercises 20%
- Midterm Exam 20%
- Final Exam 20%
- Weekly Discussion 20%
- Group Project 20%

ONLINE EXERCISES:

Weekly exercises and activities associated with the reading and class material will engage the learner with the material. These exercises are intended to highlight the relevance of the class concepts to current policies in America. Specific information is available on CourseDen.

EXAMS:

Learners will complete an online midterm and final exam. The final exam will be cumulative.

WEEKLY DISCUSSION:

Each week learners will be asked to post a brief response (approximately 500 words) to a discussion question relevant to the course topic for the week. Additional information and a grading rubric is available on CourseDen.

GROUP PROJECT:

Students will be divided into groups. Each group will analyze an aspect of the Administrative Law associated with a specific agency or a specific ruling (i.e. case) and the resulting legal and ethical dilemmas. Specific information and a grading rubric is available on CourseDen

.

MISSED OR LATE ASSIGNMENTS:

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

CLASS PARTICIPATION:

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

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University of West Georgia will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. Please note that accommodation in the group project may be problematic without informing group members of the nature of the special need. If the special need

includes issues of privacy that cannot be accommodated within the group framework, students must inform the professor in writing as soon as possible. In such cases, an alternative assignment will be used for the relevant portion of the student's grade.

ATTENDANCE:

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

ADD, DROP, WITHDRAWAL, AND PAPERWORK:

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

ASSUMPTION OF ADULTHOOD:

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

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

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

INCOMPLETE GRADES:

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

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, pictures, etc. may be asked via email, but only through the student's official university accounts. Gmail, Hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:

There will be NO extra credit given in this course beyond the simulation score.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time.

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

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

ACADEMIC HONESTY:

All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor

Code regardless of the value of the individual assignment. If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

INCLEMENT WEATHER AND CAMPUS EMERGENCIES:

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

STUDENT ENGAGEMENT:

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

FEDERAL "LAST ATTENDED DATE" REQUIREMENT:

The federal government requires that schools that accept federal financial aid report the last date of attendance for students under some conditions. Professors must report such information to the University. As attendance is not taken in this course, the professor will not track whether or not you are present on a given day. "Last Attended" reporting will be based on the following standard: 1) the withdrawal date for students who have withdrawn, 2) the last date of a submitted assignment in the course, or 3) the last accessed date in CourseDen. Please note that the report the second Friday of the semester may be used by the federal government (and in some cases the state government) to seek recovery of financial aid monies.

GOVERNMENT COMPLIANCE STATEMENTS:

ADA Statement:

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

Equal Opportunity Statement:

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

Affirmative Action Statement

“University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.”

UWG COMMON SYLLABUS LANGUAGE

This syllabus includes the UWG Common Syllabus Language that can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

MODIFICATIONS TO THIS SYLLABUS:

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

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

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

Course View (Read Only)

Attachments

Current File: POLS 4221 Government Organization and Administrative Theory8.docx

Originator

Political Science Department
Department

College of Social Sciences
College

Peralta, J. Salvador
Originator

What would you like to do?

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

Modifications

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

Course Details

POLS 4221 Government Organization and Administrative Theory
 Prefix Number Course Title

A survey of the major theories of organizational design and behavior with an emphasis on comparisons of public, private, and nonprofit agencies.

Course Catalog Description

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

Prerequisites

POLS 1101

Corequisites

Rationale

This course is an upper level elective in the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

Empty comment box

Attachments

Current File: POLS 4221 Government Organization and Administrative Theory8.docx

College Approvals

J. Salvador Peralta [APPROVED 2016-02-25]
Chair, Course Department
Amber Smallwood [APPROVED 2016-02-26]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-03-10]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

University West Georgia
Department of Political Science

POLS 4221
Government Organization and Administrative Theory

COURSE DESCRIPTION:

A survey of the major theories of organizational design and behavior with an emphasis on comparisons of public, private, and nonprofit agencies.

LEARNING OUTCOMES:

1. At the conclusion of the course students will be able to:
2. Identify the major theories of organizations and their terminology.
3. Evaluate the relevance of the "public" aspect of organizational thought and
4. Apply abstract theory to real organizational experiences.

UWG Common Language for Course Syllabi:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

TEXTBOOKS

CLASSICS OF ORGANIZATION THEORY - Shafritz, Ott. & Jang. 6th Edition, Publisher - Thomson Wadsworth ISBN 0-534-63156-8

OFFICE HOURS AND PHONE NUMBER Dr. Caress' campus phone number is 678-839-4989, and e-mail is scaress@westga.edu. He will hold regular office hours during the week, but since this class meets online he will answer his email messages every weekend and special office consultation hours will be available on the weekends by appointment.

GENERAL OVERVIEW

This course is an examination of both the theoretical and practical nature of public organizations. It is divided into separate but related sections. The first section reviews classic and modern theories of organizational design and function. This section provides a foundation for understanding how public, private, and nonprofit organizations operate. This section will also illustrate the differences and similarities between public and private organizations.

The next section examines theories on several aspects of organizational functions. This includes a study of organizational motivation, decision-making, and leadership. Basic concepts in each topic area will be analyzed and specific problems discussed in detail.

ASSIGNMENTS There will be two exams (midterm & final), a short written paper with a oral presentation, and five written online assignments. The exams will each be worth 25% of the total grade. The paper and oral will be worth 20%. The five assignments will be online and are worth 5% each for a total of 25%. The remaining 5% will be based on class participation.

Reading and Assignment Schedule

August 30 – Labor Day Holiday – No Class

Week 1. September 6 - meets on campus - read Shafritz - Introduction - pages 31-37

Week 2 September 13 – meet on campus - read Shafritz 92-96 **Oral Presentations start**

Week 3 September 20 – meet on campus - read Shafritz #8 (Gulick) # 5 (Fayol)

Week 4 September 27 - meets on campus – read Shafritz #11 (Simon) & #9 (Barnard)

Week 5. October 4 – – **EXAM on campus 9:00AM**

Week 6. October 11- meets on campus - Read Shafritz #10 (Merton)

Online Classes Begin October 18th

Week 7. October 18- online - Read Shafritz pages 149-153 & #16 (Maslow)

Week 8. October 25 – online – Read Shafritz Chapter 7 – pages 338-345 - Organizational Culture & #34 (Schein)

Week 9. November 1 - online - Read Shafritz pages 197-205 # 20 (Blau and Scott) - Formal & Informal Organizations

Week 10. November 8 - online – Read Shafritz pages 271-275 & Organizational Power #32 (Kanter) & #39 Ouchi - Z Organizations

Week 11. November 15 - online – Read Shafritz pages 401-404 & # 38 Katz & Kahn

Week 12 November 22 - Class meets in person on campus Read Shafritz ##48 (Haugh)

Week 13. November 30 Thanksgiving Break - no class

Week 14. December 6 - **FINAL EXAM on campus**

Course View (Read Only)

Attachments

Current File: [POLS 4860 Special Topics.docx](#)

Originator

Political Science Department
DepartmentCollege of Social Sciences
CollegePeralta, J. Salvador
Originator

What would you like to do?

- Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

- Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments
- Senate Action Item [\(See Procedure\)](#)

Course Details

POLS 4860 Special Topics
Prefix Number Course Title

Specialized areas of analysis in a subfield of political science with the specific titles announced in the class schedule and entered on the students' transcripts. Students may repeat the course for credit as topics change.

Course Catalog Description

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

Prerequisites

POLS 1101

Corequisites

Rationale

This course is an upper level elective in the new Bachelor of Science with a Major in Organizational Leadership.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

Empty comment box

Attachments

Current File: PCLS 4860_Special_Topics.docx

College Approvals

J. Salvador Peralta [APPROVED 2016-02-25]

Chair, Course Department

Amber Smallwood [APPROVED 2016-02-26]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-03-19]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED] Final Approver

**University of West Georgia
Department of Political Science**

**POLS 4860
Special Topics**

Course Description

Specialized areas of analysis in a subfield of political science with the specific titles announced in the class schedule and entered on the students' transcripts. Students may repeat the course for credit as topics change.

Learning Objectives

Learning Objectives as determined by faculty depending on selected special topic.

Requirements

Requirements to be determined by faculty depending on selected special topic.

UWG Common Language for Course Syllabi

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Course View (Read Only)

Originator

Mass Communications Department
Department

College of Social Sciences
College

Gant, Camilla
Originator

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

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

Course Details

COMM 2285 Special Topics
Prefix Number Course Title

Variable topic courses offered on a limited or pilot basis to explore or extend study of select, contemporary mass media and public relations issues.

Course Catalog Description

3	0	3	Summer - 2016	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Major: ENGL 1102 Minimum Grade: C; COMM 1154 Minimum Grade: C; COMM 2254;
Additional prerequisites variable: See Class Bulletin.

Corequisites

Rationale

This course is a lower-level equivalent of COMM 4485 - Special Topics. It is necessary given that COMM 4485 - Special Topics does not allow for distinction of lower-level and upper-level course content e.g., department has been granted permission to offer the BOR lower-level, Georgia Film Academy courses as special topics courses beginning Summer 2016 until the GFA standardize course numbers. However, the department does not offer a lower-level special topics course.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 40

Comments

This course was added by admin (zlee@westga.edu) due to an issue with the form submission

College Approvals

Camilla Gant [APPROVED 2016-03-04]

Chair, Course Department

Amber Smallwood [APPROVED 2016-03-04]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course View (Read Only)

Attachments

Current File: [soci_3742.docx](#)

Originator

Sociology Department
Department

College of Social Sciences
College

Tripp, Winston
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments
Senate Action Item [\(See Procedure\)](#)

Course Details

SOCI 3742 Political Sociology
Prefix Number Course Title

This course will examine classic and contemporary research on political sociology. Students will examine the intersections of the various political systems and society, with special attention paid to power structures and social inequality.

Course Catalog Description

3 Lec Hrs 33 Credit Hrs Fall - 2016 Effective Term Other Frequency Letter Grade Grading

Prerequisites

SOCI 1101

Corequisites

Rationale

This is a course that we have taught multiple times as a SOCI 4999: Special Topics course and we would now like to add it to the course catalog.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 40

Comments

An example syllabus is attached.

Attachments

Current File: soci_3742.docx

College Approvals

Paul Luken [APPROVED 2016-02-08]
Chair, Course Department

Amber Smallwood [APPROVED 2016-02-26]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

SOCI: 3742 Political Sociology

Class Information: Online

Instructor: Winston Tripp

Office: 205-A Pafford

Email: Email through CourseDen

Office Hours: M & W 1:00-3:00; Tu & Thurs 10:00-12:00

Overview

This course is a survey of the sub-field of political sociology. In many ways the material in this course exists at the intersection of Political Science and Sociology. Much of the content is the same, and many of the theoretical perspectives overlap. However, this is distinctly a course in Sociology course, meaning that we will be emphasizing the dimensions of power and inequality.

You will be expected to engage the material and think critically about the ideas of the scholars in the area. This means that you need to develop and present evidence-based insights and observations about society. Unsubstantiated opinions have no place in this course. Additionally, we will be covering a wide range of potentially inflammatory political topics, and harassing comments or behaviors will not be tolerated to any extent.

Required Texts:

It is your responsibility to secure access to the following texts by the first day of the semester.

Orum, Anthony M. & Dale, John G. *Political Sociology: Power and Participation in the Modern World*. 5th Ed. ISBN#: 978-0-19-537115-4

Learning Objectives

By the end of the course, the student will be able to demonstrate an understanding of the following:

- Sociological theories relevant to the sub-discipline of political sociology
- Contemporary patterns and trends in American politics.
- At least one theory explaining the relationship between politics and economic markets, particularly in terms of the role of values and belief systems.
- At least one theoretical framework to describe the relationship between government, the media, and the public.
- At least two empirical arguments regarding the relationship between capitalism and democracy.
- At least two sociological perspectives related to the functions of the State in society.

Course Evaluation

Your grade for the class will be composed of two papers, twelve discussion posts, and twelve quizzes. Late work will not be accepted except without prior arrangement and due to exceptional circumstances, with documentation. Grades will be assigned as follows.

90-100% = A
80-89.9% = B
70-79.9% = C
60-69.9% = D

Grading Structure (total possible percentage points for the course)

Weekly Quizzes (highest 12 will be counted)	24%
Weekly Discussion Post (highest 12 will be counted)	24%
Analysis Papers (2)	52%

1. *Weekly Quizzes (2% each), due each Friday by 5:00 P.M.*

There will one quiz each week covering the assigned material for that week.

Frequently the quiz will be embedded in a learning module for that week that is designed to help you navigate all of the material. Each quiz is worth 2% of the final grade (24% total). Quizzes are taken on CourseDen. I will count your best 12 quizzes out of the total 14 possible. I will generally strive to have the quizzes (and corresponding Learning Module, if applicable) posted by Tuesday.

2. *Weekly Discussion Post (2% each), due each Friday by 5:00 P.M.*

You will be required to respond each week to a discussion prompt on CourseDen. I expect these to be based on the assigned material for the week (not just your opinion). Each discussion post is worth 1% of the final grade (24% total). I will count your best 12 quizzes out of the total 14 possible. You are welcome to comment on another students post, but harassment will absolutely not be tolerated. If at any point you feel harassed, please contact me immediately so that I can address the issue.

3. *Papers (26% each)*

There are two papers assigned for this course. Each is to be submitted to the correct CourseDen dropbox using the proper format. You are responsible for making sure that you have reliable access to CourseDen and making sure you upload your paper in the proper format. This means that unless I receive explicit notification from the University that CourseDen was unavailable during the period of time when the assignment is due, I will not accept work that is emailed to me, or if it is late, or if it is in the wrong format. Make sure you plan ahead. Suddenly losing internet access five minutes before the deadline is not an acceptable excuse. Neither is a slow internet connection due to everyone else

trying to upload their files. Files submitted (even accidentally) as any other format, such as a .lnk file, will not be accepted. Also, note that I will check thoroughly for plagiarism.

Technological Requirements

CourseDen will be used extensively for this course. It is your responsibility to secure reliable access to a computer with an internet connection so that you are able to utilize CourseDen. If you have problems with the CourseDen system you should contact the Distance Learning center or ITS (855-933-8946). Make sure you plan ahead, because unless I am explicitly notified by the Distance Learning Center that CourseDen has experienced an outage, there will be no extensions given on assignments if you were not able to get CourseDen to function correctly. Internet problems are not acceptable excuses for turning your work in late.

Attendance

Because this is an online class, logging on to CourseDen frequently is critically important for your success in this class.

Email Policy

All correspondence with me needs to take place through the CourseDen email. I will make every effort to respond to you within 24 hours, during normal business hours (M-F, 9:00 A.M.-5:00 P.M). Do not expect a prompt response outside of those hours, and do not expect to email me with a question the night before an quiz or a paper is due and have a response before the deadline. I use the CourseDen system for the course so that I am better able to manage my courses, so I will only respond to emails sent through the CourseDen system. Papers sent as an email attachment to any email address will not be accepted.

Email is considered official correspondence at UWG and, as such, must be written in a professional manner. You are expected to include a subject line, a proper salutation and valediction, and include proper punctuation. I will not respond to emails that do not follow this format.

Office Hours

In addition to the office hours listed above, other hours are available by appointment. In order to ensure that you aren't waiting on other students for a time to meet with me during my office hours, I strongly encourage you to schedule a block of time with me via email or by using Google calendar (the link is provided on your CourseDen homepage for the class).

Policy on Student Responsibilities and Classroom Conduct

1. Students are responsible for attending all classes and arriving to class on time, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades. Grades are continually posted and updated on CourseDen. Any errors need to be brought to the instructor's attention within two weeks of being posted.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, harassing other students online, or social conversation during class).
6. Students are expected to respect others in our discussions, even when we disagree with their ideas. Personal attacks or harassing behavior is NOT acceptable. Students are expected to be able to engage the topics and material for the course whether they agree with the author or not.

Link to University Information

Make sure to carefully review the information at the following link. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

[http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf)

Academic Integrity

All students are expected to act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through their efforts. In this course, it is considered dishonest to utilize any helps when taking exams, plagiarizing, and fabricating information. This list is not inclusive. Remember that it is your responsibility to ensure that you are not plagiarizing from another student or other author. Students who are found to be dishonest will receive a zero for the work, and potentially the course depending on the severity of the incident, and they will be reported to the University's Judicial Affairs office for possible further disciplinary sanctions. It is the student's responsibility to read and understand this policy, which is available online at

http://www.westga.edu/soccrim/index_4657.php.

Accommodation Statement

Students who seek accommodations related to documented disabilities should first contact the Office of Disability Services, located in the Student Development Center (123 Row Hall, Phone: 678-839-6428). The coordinators in Disability Services will communicate with me to make accommodations based on your needs.

Course View (Read Only)

Originator

Dean Department	College of Science and Mathematics College	Payne, Gregory T. Originator
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What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments
 Senate Action Item [\(See Procedure\)](#)

Course Details

STEM Prefix	3815 Number	Perspectives on Science and Mathematics Course Title
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Specially designed to meet the needs of future teachers, students design and carry out two lesson plans which they write up and present in the manner that is common in the scientific community. Course is restricted to UTEACH students.

Course Catalog Description

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

UTCH 2002 with minimum grade of C

Corequisites

(Empty field for corequisites)

Rationale

The Perspectives in Science and Mathematics course is based on creating 5E lesson plans with topics taken from the history of science and Math. This course helps the students learn and understand important historical developments in science and math and it is assumed the students know already how to create a 5E lesson plan, which are specific to UTeach. How to create one efficiently and to teach it in a classroom setting is taught in a two-course sequence: UTCH 2001 and 2002.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Large empty rectangular box for comments.

College Approvals

Gregory T. Payne [APPROVED 2016-02-23]

Coordinator, COSM Curriculum Committee

Scott Gordon [APPROVED 2016-02-22]

Chair, Course Department

Other Approvals

Cale Self [APPROVED 2016-03-10]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Addendum III

Course View (Read Only)

Attachments

Current File: DisasterManagementSyllabus.docx

Originator

Political Science Department
Department

College of Social Sciences
College

Fleming, Anthony
Originator

What would you like to do?

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

Modifications

- Prerequisites
 - Corequisites
 - Description
 - Title
 - Credit
 - See Comments
- Senate Action Item [\(See Procedure\)](#)

Course Details

POLS 6210 Disaster Management
 Prefix Number Course Title

Demographic changes, human settlement patterns, land-use decisions, and political and social policy dynamics have increased vulnerability to natural and man-made disasters. Planning and policy processes and interventions can help reduce disaster vulnerabilities and increase resilience at every stage of the disaster management cycle: disaster mitigation, preparation, response, and recovery. The course will be divided into four modules relating to planning and policy processes corresponding to these four traditional phases of disaster management. Throughout the semester, particular attention will be paid to how disaster planning and policy efforts can increase and promote resilience and reduce vulnerabilities.

Course Catalog Description

3		3	Fail - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course will serve as an additional elective to the MPA program. The course will also be a required and fundamental course for the proposed Disaster Management in Public Administration Certificate.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Comments

Attachments

Current File: [DisasterManagementSyllabus.docx](#)

College Approvals

J. Salvador Peralta [APPROVED
2016-01-15]

Chair, Course Department

Amber Smallwood [APPROVED
2016-02-17]

Coordinator, COSS Executive Committee

Other Approvals

**Dawn
McCord**
[APPROVED
2016-03-09]

Chair,
Graduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Dr. Anthony Fleming
Political Science 6210 Disaster/Emergency Management
Office 121 Pafford Hall
Email: afleming@westga.edu
University of West Georgia

Disaster/Emergency Management

Course Overview: Demographic changes, human settlement patterns, land-use decisions, and political and social policy dynamics have increased vulnerability to natural and man-made disasters. Planning and policy processes and interventions can help reduce disaster vulnerabilities and increase resilience at every stage of the disaster management cycle: disaster mitigation, preparation, response, and recovery.

Course Format:

The course will be divided into four modules relating to planning and policy processes corresponding to these four traditional phases of disaster management. Throughout the semester, particular attention will be paid to how disaster planning and policy efforts can increase and promote resilience and reduce vulnerabilities.

Course Outcomes:

- a) Critiquing and assessing of the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
- b) Evaluating comprehensive emergency management from a planning and policy perspective for federal, state, and local governments.
- c) Appraising the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).

University Policies:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Course Textbooks:

Waugh, William L. Jr. (2000). *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.

Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press

Class Requirements:

All reading should be done before each session to facilitate discussion. Required course assignments include the following: 1) class participation; 2) two quizzes; 3) a applied research project; and, 4) a final examination.

- 1) **Class Participation:** Class participation is an essential component of the requirements for successful completion of this class. Points for class participation are not simply guaranteed by attendance; participation consists of being present in class, reading all assignments prior to the beginning of class, and being an active member in class discussions and presentations. In addition, there will be some class activities, case analyses, and discussions. Class participation is important, because your presence and contributions are a vital part of a successful class. Interaction with others is as important a part of the learning experience as is the material being studied.
- 2) **Quizzes:** There will be two quizzes held. These will cover all the material in class up to the date of the quiz. It will consist of short essay questions.
- 3) **Final Examination:** The final examination will consist of short essay questions.
- 4) **Applied Research Project: Disaster Case Analysis:**
Students should select a major U.S. or international disaster and prepare a written analysis (15-20 pages in length) including bibliography. Students should be prepared to provide a 5-10 minute over in class during the last class session. Using library and internet sources, the analyses should assess the state of knowledge about the disaster and provide an analysis that includes:
 - a) a brief (1-2 page) description of the disaster and the emergency management effort;
 - b) the nature and location of the disaster (i.e., natural or technological/man-made);
 - c) the number of human casualties and amount of property loss.
 - d) social and economic demographics and vulnerabilities of the area
 - e) the government(s) having jurisdictional responsibility and involved in the disaster response and recovery effort;
 - f) the involvement of nonprofit and for-profit actors in the response and recovery effort;
 - g) the major planning and policy issues raised—e.g., lack of mitigation effort, inadequacy of preparedness, response failure, recovery problems; and
 - h) the disaster planning the community had undertaken prior to the incident.

The assignment of points and the grading scale is as follows:

Class Participation	10%
Quizzes	30%
Final Examination	20%
Applied Research Project	30%
<hr/>	
Total	100%

Course Topics

Week 1: Introduction: Hazards and Disasters: Planning and Policies

Instructor and Student Introductions
Course and Syllabus Introduction and Discussion
Discussion of Course Objectives
Explanation of Course Requirements

Module 1: Disaster Mitigation Policies and Planning

Week 2: U.S. Disaster Policies: History and Institutions: Required Readings:

W. Waugh, Living with Hazards: Chapter 2.
Sylves, Rick. 2008. *Disaster Policy and Politics: Emergency Management and Homeland Security*. Washington D.C.: CQ Press, Chapters 1, 2, and 3
Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapters 1 and 2. -Introduction to Emergency Management|| and -Emergency Management Stakeholders. ||
<http://training.fema.gov/EMIWeb/edu/fem.asp>
Federal Emergency Management Agency. (2004b). History of the federal emergency management agency. Washington DC: FEMA. Retrieved March 14, 2011, from <http://www.fema.gov/about/history.shtm>

Week 3: Mitigation Planning and Policy Strategies: Local, State, and Federal Level

Required Readings:

Schwab, James C (Ed). 2010. Hazard Mitigation: Integrating Best Practices into Planning. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association (Chapters 2, 3 and 4)
Burby, Raymond (Ed.). 1998. Cooperating with Nature (Chapter 7)
Godschalk, David. 2003. Breaking the Disaster Cycle: Future Directions in Natural Hazard Mitigation.
<http://www.training.fema.gov/emweb/downloads/breakingdisastercycle/Session01.pdf>
Waugh. 2000. Living with Hazards, Chapter 5

Week 4: Measuring and Mapping Vulnerability

Required Readings:

Thomas, D.S.K., P.K. Stephens and J. Goldsmith. 2009. Chapter 14. -Measuring and Conveying Social Vulnerability, || in B.D. Phillips, D.S.K. Thomas, A. Fothergill and L. Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press

Esnard, A-M. (2007). The Nexus of Hazard Assessment, GeoSpatial Technologies, and Holistic Community Planning Strategies (Chapter 5). In -Losing Ground: Nation on Edge || Environmental Law Institute.

Module 2: Preparedness and Planning

Week 5: Social, Economic, and Political Vulnerabilities

Required Readings:

Bolin, B. 2007. Chapter 7 -Race, Class, Ethnicity and Disaster Vulnerability || in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer

Phillips, B.D. and M. Fordham. 2009. -Introduction. || Chapter 1, in B.D.

Phillips, D.S.K. Thomas, A. Fothergill and L. Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press

Laska, S., and Morrow, B. (2007). "Social vulnerabilities and Hurricane Katrina: An Unnatural disaster in New Orleans." *Marine Technology Society Journal*, 40(4) 16-26.

Week 6: Community Resilience

Required Readings:

Cutter S.L., Burton C.G. and Emrich C.T. (2010). Disaster resilience indicators for benchmarking baseline conditions. *Journal of Homeland Security and Emergency Management* 7(1):1-22

Week 7: Emergency Management Planning

Required Readings:

Schafer, W.A.; Carroll, J.M.; Haynes, S.R. and Abrams, S. (2008). Emergency management planning as collaborative community work. Journal of Homeland Security and Emergency Management, 5(1) [http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=""emergency+planning""](http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=)

Perry, R.W. and M.K. Lindell. (2003). Preparedness for Emergency Response: Guidelines for the Emergency Planning Process. Disasters 27(4):336-350

Week 8: Communication and Risk Management (Policies

and Plans) Required Readings:

Longstaff, P.H. and Yang, Sung-Un. (2008). Communication management and trust: Their role in building resilience to surprises such as natural disasters, pandemic flu, and terrorism. Ecology and Society 13(1)<http://www.ibcperu.org/doc/isis/8551.pdf>

Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapters 4. –Risk Perception and Communication. || <http://training.fema.gov/EMIWeb/edu/fem.asp>

Moritz, M.J. (2006). Covering the News –come hell and high water: Journalists in a Disaster. Pp. 353-372 in *Learning from Catastrophe: Quick Response Research in the Wake of Hurricane Katrina*. Boulder, Colorado: Natural Hazards Center

Module 3: Disaster Response: Planning for Response

Week 9: Emergency Planning

Required Readings:

Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapter 12.(Emergency Management Standards and Evaluation. || <http://training.fema.gov/EMIWeb/edu/fem.asp>

Alexander, David. (2005). Towards the development of a standard in emergency planning", Disaster Prevention and Management 14(2):158 – 175

Perry, R.W. and Lindell, M.K. (2003). Preparedness for emergency response: Guidelines for the emergency planning process. Disasters 27(4): 336 – 350.

Week 10: Supporting Emergency Response Operations using Geospatial Technologies

Required Readings:

Chen, A.Y; Pena-Mora, F. and Ouyang, Y. (2010). A collaborative GIS framework to support equipment distribution for civil engineering disaster response operations. Automation in Construction

ESRI. 2010. GIS in Public Safety Website. Accessed November 2010 from <http://www.esri.com/industries/public-safety/index.html>

Hodgson, M.E.; Davis, B.A and Kotelenska, J. (2010). Remote sensing and GIS data/information in the emergency response/ recovery phase. Geospatial Techniques in Urban Hazard and Disaster Analysis 2(4): 327-354

Week 11: Collaboration and Coordination in Emergency Response Planning & Management

Required Readings:

Hicklin, A.; O'Toole, J.; Meier, K.J. and Robinson, S.E. (2009) Calming the storm: Collaborative public management, hurricanes Katrina and Rita, and disaster response. In R. O'Leary, L.B. Bingham (eds). The collaborative public manager: New ideas for the twenty-first century Chapter 6

Kapucu, Naim. (2008). Collaborative emergency management: Better community organizing, better public preparedness and response. Disasters 3(2): 239-262.

Waugh, W. L. & Strelb, G. (2006). Collaboration and leadership for effective Emergency Management. Public Administration Review, Special Issue, pp. 131-140
http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008_docs/Waugh_CollaborationLeadership.pdf

McEntire, D.A. . 2007. Chapter 10 -Local Emergency Management Organizations
|| in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer

Module 4: Disaster Recovery and Rebuilding

Week 12: Recovery Time-frames and Differential Recovery Rates

Required Readings:

Mitchell, C.M., A-M Esnard and A. Sapat. (2010). Hurricane Events, Population Displacement and Sheltering Provision in the United States. Working Paper: College for Design and Social Inquiry, Florida Atlantic University.

Phillips B.D. 2009. *Disaster Recovery*, Chapter 3: Disaster Recovery Planning.
Chapter 8 – Business Recovery; Chapter 9 – Infrastructure and Lifelines.

Week 13: Long-term recovery

Required Readings:

Phillips B.D. 2009. *Disaster Recovery* (Chapter 15 – Financing Recovery)
Rubin, C.B. (2009). Long-term recovery from disasters-the neglected component of emergency management. Journal of Homeland Security and Emergency Management, 6(1): 1-19

<http://www.bepress.com/cgi/viewcontent.cgi?article=1616&context=jhsem&sei-redirect=1#search=long-term+disaster+recovery>"

Garnett, J.D. and Moore, M. (2009). Enhancing disaster recovery: Lessons from exemplary international disaster management practices. Journal of Homeland Security and Emergency Management, 7(1): 1-22
<http://www.bepress.com/cgi/viewcontent.cgi?article=1711&context=jhsem&sei-redirect=1#search=disaster+recovery+time-frames>"

Dash, N., Morrow, B. H., Mainster, J., & Cunningham, L. (2007). Lasting effects of hurricane Andrew on a working-class community. Natural Hazards Review 8(1): 13-21

Week 14: Post-Disaster Recovery Planning and Reconstruction

Required Readings:

Phillips B.D. 2009. *Disaster Recovery* chapter 10- Social Psychological Recovery; Chapter 11- Public Sector Recovery)

Gavin Smith. Forthcoming. *A Review of the United States Disaster Assistance Framework: Planning for Post-Disaster Recovery*. Fairfax, VA: Public Entity Risk Institute. Selected Chapters TBD

Olshansky, R.B. (2006). Planning after Hurricane Katrina, Journal of the American

Planning Association, 72(2): 147-153.

Natural Hazards Center and Public Entity Risk Institute. (2006). Holistic Disaster Recovery: Ideas for Building Local Sustainability after a Natural Disaster, Chapter 8.

Week 15: Post-Disaster Housing Planning

Required Readings:

Sapat, A., C.M. Mitchell, Y. Li and A-M Esnard. Policy Learning: Katrina, Ike and Post-Disaster Housing. International Journal of Mass Emergencies and Disasters, Forthcoming, March 2011.

Zhang, Y. and Peacock, W.G. (2010). Planning for housing recovery? Lessons learned from hurricane Andrew. Journal of the American Planning Association,

76(1): 5-24

http://pdfserve.informaworld.com/250419_751305402_916843326.pdf

Phillips B.D. 2009. *Disaster Recovery* (Chapter 7—Housing). Boca Raton: CRC Press

Johnson, C. (2007). Strategic planning for post-disaster temporary housing. Disasters, 31(4): 435-458

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf>

Levine, J., A-M Esnard and A. Sapat. (2007). Population displacement and housing dilemmas due to catastrophic hurricanes. Journal of Planning Literature 22(1):3-15.

Week 16: Final Exam and Project Presentations

Program View (Read-Only)

Attachments

Current File: [DisasterManagementProposal.docx](#)

Originator

College of Social Sciences Political Science Department Fleming, Anthony
College Department Originator

What would you like to do?

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

Modifications

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

Program Selection

College of Social Sciences Political Science Department
College Department
Masters of Public Administration On Campus Graduate
Program Name Program Location Degree Level
Certificate in Disaster Management in Public Administration Fall 2016
Degree Name Effective Semester/Year

Modification Details

Add graduate certificate in Disaster Management in Public Administration to the Masters of Public Administration Program.

(Max 4000 characters)

Rationale

The graduate certificate for Disaster Management in Public Administration is an online and face to face collaborative, cross discipline certificate between the Department of Political Science and the Department of Criminology. The certificate is designed for students whose goal is to work with local disaster management organizations to state and federal organizations GEMA, FEMA, and Homeland Security. Through the Disaster Management in Public Administration Certificate, students will receive training in how to effectively create, recommend, and implement disaster/emergency management strategies.

(Max 4000 characters)

Attachments

Current File: [DisasterManagementProposal.docx](#)

SAGSGG Substantive Change

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

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

J. Salvador Peralta [APPROVED 2015-10-27]

Chair, Course Department

Amber Smallwood [APPROVED 2016-01-15]

Coordinator, COSS Executive Committee

Other Approvals

Dawn McCord [APPROVED 2016-03-09]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Department of Political Science

Graduate Certificate in Disaster Management in Public Administration

Overview:

The graduate certificate for Disaster Management in Public Administration is an online and face to face embedded certificate within the Masters of Public Administration Program. The certificate is designed for students whose goal is to work with local disaster management organizations to state and federal organizations GEMA, FEMA, and Homeland Security. Through the certificate, students will receive training in how to effectively create, recommend, and implement plans to mitigate disasters.

Learning: Outcomes:

1. Recognize the theoretical foundations of disaster management.
2. Assess and evaluate disaster management policies.
3. Recommend and create disaster management strategies.

Admission:

Admissions to the Graduate Certificate in Disaster Management in Public Administration will be contingent on the applicant being a graduate student with good academic standing with the University of West Georgia OR by meeting the admissions criteria for the Masters of Public Administration.

Program of Study:

The certificate requires four courses consisting of 12 to 13 hours, plus a 3 hour internship with an organization that is related to disaster/emergency management.

1. **Core Courses (3 total hours)**
 - a. POLS 6210 Disaster Management (3 hours)
2. **One course in program evaluation (3 total hours)**
 - a. POLS 6204 Policy Analysis and Evaluation (3 hours)
 - b. CRIM 6275 Planning Evaluation (3 hours)
3. **Two courses in the following electives (6-7 total hours)**
 - a. CRIM 6342 Crisis Intervention (3 hours)
 - b. CRIM 6345 Homeland Security (3 hours)
 - c. CRIM 6350 Terrorism (3 hours)
 - d. POLS 5216 Gun Policy (3 hours)
 - e. POLS 5210 Public Management (3 hours)
 - f. POLS 5211 State and Local Administration (3 hours)
 - g. PSYC 5085 Horizon Seminar: Disaster Mental Health (4 hours)
4. **Internship with an organization that is related to disaster/emergency management. (3 hours)**

Notes:

- A. POLS 6204 can be counted toward the MPA.
- B. The internship in Disaster Management can be counted as the MPA internship.

- C. There will be enough courses offered in a two year rotation to accomplish the certificate in person or online.**

Program View (Read-Only)

Attachments

Current File: ConcentrationBICSMBAProgram.docx

Originator

Richards College of Business College	Management Department	Pridmore, Jeannie Originator
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What would you like to do?

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

Modifications

Program Name
 Program Description
 Degree Name
 See Details

Senate Action Item (See Procedure)

Program Selection

Richards College of Business College	Master of Business Administration (MBA) Program	On Campus Program Location	Graduate Degree Level
Master of Business Administration (MBA) Program Name		Fall Effective Semester/Year	2016
Master of Business Administration Degree Name			

Modification Details

A Concentration in Business Intelligence and Cyber Security (BICS) will require a student to complete a total of 33 credit hours made up of 6 Core MBA Courses, 4 Concentrations Courses, and 1 Free Elective. The required 4 concentration courses for BICS are the follows:

1. CISM 5330 - Enterprise Architecture
2. CISM 5390 - Business Intelligence
3. CISM 5355 - Cyber Security
4. CISM 6331 - Strategic Management of Information Technology

(Max 4000 characters)

Rationale

Based on student demand, the Richard's College of Business will begin to offer an MBA with a Concentration in Business Intelligence and Cyber Security to help students differentiate themselves in the market place.

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Attachments

Current File: ConcentrationBICSMBAProgram.docx

SAGSOG Substantive Change

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

Check all that apply to this program

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

Comments

The current MBA program requires 30 credit hours, 6 core courses and 4 electives.

A Concentration in Business Intelligence and Cyber Security (BICS) will require a student to complete a total of 33 credit hours made up of 6 Core MBA Courses, 4 Concentrations Courses, and 1 Free Elective. The required 4 concentration courses for BICS are the follows:

1. CISM 5330 - Enterprise Architecture
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4. CISM 6331 - Strategic Management of Information Technology

(Max 4000 characters)

College Approvals	
Faye McIntyre	[APPROVED 2016-02-11]
Chair, Course Department	
Faye McIntyre	[APPROVED 2016-02-12]
Dean, RCOB	

Other Approvals	
Dawn McCord	[APPROVED 2016-03-09]
Chair, Graduate Programs Committee	
Jeannie Pridmore	[APPROVED 2016-02-11]
RCOB Graduate Program Committee Chair	

Final Approval	
Myrna Gantner	[REQUIRED]
Final Approver	

Master of Business Administration with a Concentration in Business Intelligence and Cyber Security

To earn the Master of Business Administration degree with a Concentration in Business Intelligence and Cyber Security, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 hours):

MKTG 6815 Marketing Strategy

ACCT 6232 Advanced Managerial Accounting

ECON 6450 Managerial Economics

FINC 6532 Advanced Financial Management

MGNT 6670 Organizational Theory & Behavior/A Managerial Perspective

MGNT 6681 Seminar in Strategic Management (Pre-Reqs: Mktg 6815, Finc 6532)

Business Intelligence and Cyber Security Concentration Courses Required:

CISM 5330 – Enterprise Architecture

CISM 5390 – Business Intelligence

CISM 5355 – Cyber Security

CISM 6331 – Strategic Management of Information Technology

One Elective Course (3 hours):

ACCT 6233 Seminar in Cost Accounting

ECON 6430 Business Cycles and Forecasting

CISM 6331 Strategic Management of Information Technology

FINC 6542 Investment Analysis & Portfolio Management

ECON 6461 International Finance

ABED 6100 Advanced Managerial Communications

MKTG 5805 Sales Management

MKTG 6820 International Business Strategy

Master of Business Administration

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours.

Core Courses Required (18 hours):

MKTG 6815 Marketing Strategy

ACCT 6232 Advanced Managerial Accounting

ECON 6450 Managerial Economics

FINC 6532 Advanced Financial Management

MGNT 6670 Organizational Theory & Behavior/A Managerial Perspective

MGNT 6681 Seminar in Strategic Management (Pre-Reqs: Mktg 6815, Finc 6532)

Four Elective Courses (12hours):

ACCT 6233 Seminar in Cost Accounting

ECON 6430 Business Cycles and Forecasting

CISM 6331 Strategic Management of Information Technology

FINC 6542 Investment Analysis & Portfolio Management

ECON 6461 International Finance

ABED 6100 Advanced Managerial Communications

MKTG 5805 Sales Management

MKTG 6820 International Business Strategy

One 5000 level business/non-business course may be used as an elective, subject to approval by the MBA director.

Addendum IV

102.02 Non-Tenured Faculty

102.0201 The Probationary Period

A. The substantive and procedural standards generally employed in decisions affecting renewal of appointments, promotion and tenure are published in this Handbook. When a new faculty member is employed, the department chair will ensure that the new faculty member receives a copy of this Handbook or at least is referred to the web site <http://www.westga.edu/~vpaa/handrev/> and the relevant written departmental promotion and tenure policies and procedures. These specific department policies may be more precise than the institution-wide criteria delineated herein, but they must generally conform to them. Department policies on promotion and tenure must be developed by the tenured department faculty members in consultation with the department chair and the appropriate college dean or Dean of Libraries. If there are fewer than three tenured faculty members in a department, the appropriate Dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to develop these departmental policies, so long as a majority of those who develop these policies are not department chairs. These policies must have the approval of the Provost and Vice President for Academic Affairs. It is the responsibility of the individual faculty member to be aware of these policies and expectations.

~~A.~~ **B.** Pre-Tenure Review. Assistant professors in their third year (or those serving a full probationary period regardless of professorial rank) are required to have a pre-tenure review [completed by the end of the second semester of the third year](#). [Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost](#). This committee shall be composed of tenured faculty members of the department, selected by the faculty of the department by whatever means the faculty of the department shall determine. If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. No department chair may serve on a Pre-Tenure Review Committee. This committee shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies. The Pre-Tenure Review Committee will report its findings to the tenured faculty members of the department, to the department chair and to the college dean (or library dean). The report will state in writing whether progress toward promotion and/or tenure is sufficient at this time. [At a minimum, the pre-tenure review report should include a substantive evaluation of the faculty member's progress and/or qualifications in the following four areas: \(a\) teaching, \(b\) service, \(c\) professional growth and development, and \(d\) professional qualifications, including appropriate academic degrees](#). In addition, the department chair and the dean of the college (or library dean) will each provide a separate written report as to the progress of the faculty member toward promotion and/or tenure. The faculty member under review shall receive written copies of the reports prepared by the Pre-Tenure Review Committee, the department chair, and the college dean (or library dean). The faculty member is encouraged to reply to the reports. Progress judged toward promotion and/or tenure in this report does not guarantee or prejudice a favorable recommendation later on.

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• C. Any recommendation to the department chair regarding reappointment shall be reached by a departmental faculty group in accordance with procedures approved by the faculty in that department. Available evidence bearing on the relevant performance of the candidate should be sought out and considered in light of the relevant standards.

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~~2.~~ D. In any year, a department may recommend whether or not to extend a contract to a non-tenured faculty member. This recommendation shall be made by the department chair in consultation with the tenured faculty members in the department. Recommendations for reappointment of faculty members shall be presented through the appropriate administrative channels to the President for his or her consideration, so long as administrators under consideration for reappointment do not have an opportunity to make recommendations with respect to their own status as faculty members.

102.0202 Notification

A. By or before the beginning of the contract year, the President shall, in writing, advise all non-tenured faculty members and other non-tenured personnel employed under written contract (except those who are in their first year of employment) whether an employment contract for the succeeding academic year will be offered to them. Such written notice shall be delivered by hand or by certified mail to the addressee only. Notice of the intention to renew or not to renew a non-tenured faculty member shall be furnished in writing according to the following schedule:

~~2.~~1. at least three months before the date of termination of an initial one-year contract;

~~3.~~2. at least six months before the date of termination of a second one-year contract;

~~4.~~3. at least nine months before the date of termination of a contract after two or more years of service in the institution.

B. Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in their contracts, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract. (Par. 803.06 Policies of The Board of Regents, University System of Georgia)

103 Procedures and Criteria for Promotion and Tenure 103.01 Foreword

These procedures are designed to select those persons in the University qualified for promotion and tenure.

The number of faculty members who advance in rank and/or achieve tenure is dependent on various factors, several of which are beyond the control of the University of West Georgia. The external factors include the following: the Board of Regents, which must maintain a sound and equitable structure within the University System; financial appropriations; appointments of new faculty members; and resignations or retirement of faculty members within departments.

Beyond these factors, advance in rank shall be controlled within the University by an annual promotion recommendation system, which shall promote qualified members to advanced professional positions. Promotions in rank are based on merit and are not automatic. The University approves faculty for promotion in accordance with Section 8.3.6, Board of Regents Policy Manual. The University approves faculty for tenure in accordance with Section 8.3.7, Board of Regents Policy Manual, which includes a comprehensive statement of tenure policies in the University System. The annual promotion recommendation system shall also apply to tenure

recommendations. In recognition of professional achievement and service, tenure shall be extended to ensure academic freedom in teaching and research.

Tenure is the keystone for academic freedom; it is essential for safeguarding the right of free expression and for encouraging risk-taking inquiry at the frontiers of knowledge. Both tenure and academic freedom are part of an implicit social compact which recognizes that tenure serves important public purposes and benefits society. The people of Georgia are best served when faculty are free to teach, conduct research, and provide service without fear of reprisal and to pursue those activities with regard for long term benefits to society rather than short term rewards. In return, the faculty has the responsibility of furthering the institution's programs of research.

The annual promotion recommendation system shall be administered according to the procedures herein established.

If there exists a significant conflict of interest, no person with such a conflict may participate in promotion and/or tenure recommendations; advisement of candidates; and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with a candidate are explicitly prohibited from participation. (This paragraph also applies to any and all recommendations made during the probationary period. See Section 102.0201)

103.02 Procedures

By the end of the first week of fall semester classes, the Provost and Vice President for Academic Affairs shall establish the date by which recommendations shall be submitted at each level of the promotion/tenure process. Any faculty member who meets the criteria for promotion and tenure established herein and who desires to be considered shall submit an [electronic](#) dossier to his or her department chair, library supervisor, or other designated supervisor (in the absence of a department chair). [Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost.](#) Department chairs or supervisors shall see that dossiers are organized uniformly according to the appropriate criteria specified. Each dossier shall include, at a minimum, the following:

- a curriculum vitae [appropriate to the candidate's discipline](#);
- the two evaluations of teaching effectiveness and performance of allied duties specified in Section 103.05 and 103.06;
- any letters of recommendation which the department chair has received; [and](#)
- reprints of scholarly publications or other evidence of scholarly or creative work.

The promotion/tenure process shall include reviews at the levels of both the Department and the College or School, except in those units without academic departments, which may choose a single-level process. Given the diverse nature of academic disciplines and the rigorous professional standards associated with each, departments may formulate specific criteria appropriate to their discipline. If a department specifies unique criteria, such criteria must be in written form and approved by the governing body of the College, the Dean, and the Provost. [Department criteria must be made immediately available to](#)

[candidates after their approval](#). Such approved department criteria must be made available to candidates at their point of entry into UWG, and reinforced during periodic pre-tenure / promotion reviews; they must also be included as part of a candidate's dossier at each subsequent level of review. Departmental criteria must not conflict with University criteria. Each subsequent level of review must consider the dossier in terms of these stated criteria, thus ensuring that candidates are considered in the professional contexts of both their discipline and of the University.

103.0201 Formation and Operation of Faculty Promotion and Tenure Evaluation Committees

A. Departmental Evaluation (for units with academic departments) 1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee.

The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of a Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

4. Evaluations of other faculty holding administrative positions

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in

accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook including an independent evaluation by the candidate's immediate supervisor.

5. Appeals

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

3-2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

4-3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

5-4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

6-5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.

7-6. Each committee chair shall submit a list of the names of those recommended for promotion and/or tenure to the appropriate Dean. The committee chair shall report to the Dean the number of approval/disapproval votes that each candidate received in the voting. The dossiers of those considered by the committee will be submitted with the report.

The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the

dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

7. Appeals

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in section 103.0201.

103.0202 Dean's Evaluation

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

103.0203 The Provost and Vice President for Academic Affairs' Evaluation

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and

departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

103.0204 Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

103.0205 Appeal for Reconsideration

Notification of a negative evaluation shall be communicated in a verifiable method by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall within five University Business Days of the receipt of the report state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level.

103.0206 Promotion in Professorial Rank of a Member of the Administrative Staff

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

103.03 Time Limits and Minimum Criteria for Promotion

103.0301 Time Limits—Promotion

The institutional timeline for the review of faculty for promotion must be considered by early February of a given academic year in order to meet the data entry deadline of the end of February for the annual report to the Board of Regents.

A Lecturer may serve in rank six years. Reappointment after six consecutive years of service will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. Lecturers who have served for a period of at least six years at the University of West Georgia may be considered for promotion to Senior Lecturer if they have met criteria for Senior Lecturer.

An Instructor may serve in rank a maximum of seven years. He or she should be considered for promotion as soon as he or she has met criteria for Assistant Professor. To be considered for tenure-track appointment at the assistant professor level, BOR policy 8.3.7.6 should be applied regarding years of service.

An Assistant Professor is eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank at the University of West Georgia. If recommended for promotion, the new rank will go into effect at the beginning of the next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

An Associate Professor is eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of the next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for “early” promotion. Early promotion may only be considered according to the following time table:

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer
- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

~~A Lecturer may serve in rank six years. Reappointment after six consecutive years of service will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. Lecturers who have served for a period of at least six years at the University of West Georgia may be considered for promotion to Senior Lecturer if they have met criteria for Senior Lecturer.~~

~~An Instructor may serve in rank a maximum of seven years. He or she should be considered for promotion as soon as he or she has met criteria for Assistant Professor. To be considered for tenure track appointment at the assistant professor level, BOR policy 8.3.7.6 should be applied regarding years of service.~~

~~An Assistant Professor shall normally not be considered for promotion to Associate until after completing his or her fourth year in rank at the University of West Georgia. A faculty member's receipt of tenure in rank shall not preclude his or her future consideration for promotion.~~

~~An Associate Professor shall normally not be considered for promotion to professor until beginning his or her fifth year in rank.~~

The granting of promotion in rank by the university recognizes the significance of a faculty member's contribution to the institution and his/her enhanced value as a scholar-teacher. Because of this, promotion must be accompanied by a salary increase. If in times of extreme financial crisis such salary increases are suspended, the institution must retroactively apply such promotion increases to individuals who did not receive them at the time of promotion.

103.0302 Specific Minimum Criteria for Promotion

Foreword. Four criteria are prescribed by Board of Regents Policies, 8.3.6: 1) superior teaching, 2) outstanding service to the institution, 3) academic achievement, and 4) professional growth and development. According to Regents' Policies, noteworthy achievement should be expected in at least two areas. At the University of West Georgia, one of those "noteworthy" areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching. For employment or promotion to Associate Professor or Professor, one must have demonstrated at least some substantive and documentable achievement in all four areas. For those holding academic rank in the Library, outstanding fulfillment of duties rather than superior teaching shall be the criterion applied although teaching librarians and administrators must supply evidence of excellence in teaching as part of their case for promotion.

As the institution becomes more diverse in the types of programs offered and clientele served, it might reasonably have different levels of expectation for faculty in different programs. All faculty members at the University of West Georgia, however, are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a professional development agenda, to make progress annually in addressing it, and to maintain proper professional ethics. (see Section 109) Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

1. To Be Promoted to Senior Lecturer

1. 1.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1 .
2. 1.2. Service to the Institution. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 .
3. 1.3. Academic Achievement. Graduate degree in discipline.

4. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

2. To Be Promoted to Assistant Professor

1. 2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
2. 2.2. Service to the Institution. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 .
3. 2.3. Academic Achievement. Terminal degree in discipline.
4. 2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

3. To Be Promoted to Associate Professor

1. 3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.
2. 3.2. Service to Institution. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 .
3. 3.3. Academic Achievement. Terminal degree in discipline.

3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3 .

4. To Be Promoted to Professor

1. 4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.
2. 4.2. Service to Institution. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
3. 4.3. Academic Achievement. Terminal degree in discipline.
4. 4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3

5. Acceptable Evidentiary Sources Relevant to Promotion: Each department, school, college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and

professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.1. Teaching:

1. 5.1.1. Effectiveness as shown by peer or supervisor evaluation
2. 5.1.2. Honors or special recognitions for teaching accomplishments
3. 5.1.3. Letters from former students attesting to the candidate's instructional abilities
4. 5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
5. 5.1.5. [Scholarly Teaching \(e.g., reading pedagogical literature, attending professional development related to teaching, experimentation with new instructional methods and assessment of effectiveness. For a complete description see the USG Academic and Student Affairs Handbook, section 4.7.2\).](#)
- ~~5-6~~ 5.1.6. Successful development of courses
- ~~6-7~~ 5.1.7. Development of effective curricula and/or instructional methods
- ~~7-8~~ 5.1.8. Faculty directed student research that complements classroom learning
- ~~8-9~~ 5.1.9. Student evaluations
- ~~9-10~~ 5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.

5.2. Service to Institution:

1. 5.2.1. Successful development of service programs or projects.
2. 5.2.2. Effective service-related consultation work or technical assistance.
3. 5.2.3. Effective advisement of student organizations.
4. 5.2.4. Successful counseling/advising of students.
5. 5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
6. 5.2.6. Honors, awards and special recognitions for service to the institution or the community.
7. 5.2.7. Significant contributions to the improvement of student, faculty or community life.
8. 5.2.8. Successful mentoring of colleagues.
9. 5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)

5.3. Professional Growth and Development:

5.3.1. Scholarly Publications (as determined by the disciplines):

1. Books published by peer-reviewed presses

2. Other published books related to the candidate's professional field
 3. Articles published in refereed journals
 4. Papers and articles published elsewhere
- 5.3.2. Presentations before learned societies and professional organizations
- [5.3.3 Scholarship of Teaching and Learning \(e.g., publications and/or presentations on research conducted in schools or the university classroom that are peer-reviewed. For a complete description see the USG Academic and Student Affairs Handbook, section 4.7.2\).](#)
- 5.3.4. Grants
1. Grants received for research, scholarship, or creative activity
 2. Grants received for curricular development or other academic projects
 3. Submitted proposals for competitive external grants
- 5.3.5. Honors and awards for research, scholarship, or other creative activities
- 5.3.6. Recognition by professional peers
1. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
 2. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
 3. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
 4. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
 5. Other performances related to academic field.
6. Exhibitions of creative works in which such works are invited or selected after competitive review.
 7. Non-refereed exhibitions.
 8. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
 9. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
 10. Consultation which involves scholarly application of professional expertise
6. 5.3.6. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)
7. 5.3.7. Other as approved by departments and colleges
6. Professional Growth and Development for Promotion from Lecturer to Senior Lecturer:
1. 6.1. Significant contributions to continuing education programs for the community or local educators.

2. 6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.
3. 6.3. Significant consulting work related to teaching, pedagogy, or educational technology.
4. 6.4. Completion of coursework required to obtain or maintain teacher certification.
5. 6.5. Completion of graduate coursework in one's primary field beyond the Master's level.
6. 6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.
7. 6.7. Significant contributions to curricular development.
8. 6.8. Academic publications and/or presentations at academic conferences.

7. Format of Promotion and Tenure Submissions

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

103.0303 Probationary Credit Towards Promotion

At the time of an individual's initial appointment, a maximum of three years of probationary credit toward promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years probationary credit at initial faculty appointments. Such awards require approval by the President and written notice to the USG Chief Academic Officer. Individuals serving part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit toward consideration for early promotion.

103.04 Minimum Tenure Criteria

103.0401 Foreword

The awarding of tenure is a serious and significant step for both the faculty member and the university. It is not awarded merely on the basis of time in service or minimal effectiveness. Retention throughout a probationary period of service, regardless of faculty academic rank held, is by itself insufficient to guarantee the success of a candidate for tenure. To be eligible for consideration for tenure, a candidate must not only meet the required period of service and the minimum criteria specified below but must also show a history of evaluations that merit the award of tenure. Tenure is awarded to individual faculty members upon evidence of the capacity and likelihood for continued intellectual, scholarly, and professional vitality and a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation; and upon evidence of maintenance of proper professional ethics. (See AAUP statement on professional ethics, academic freedom and responsibility in "Academic Freedom, Responsibility and Professional Ethics" in this Handbook.) Protected from arbitrary dismissal and from transient political and ideological currents, the individual faculty member

assumes a responsibility to make a continuing effort to achieve the expectations upon which the award of tenure was based. Tenure at the University of West Georgia should be regarded as a most valuable possession, signifying a long-term commitment of resources by the University of West Georgia, matched by the sincere commitment by the faculty member to continued professional growth and achievement. Only assistant professors, associate professors, and professors who are normally employed full-time (as defined by Regents' Policies) by an institution are eligible for tenure. Faculty members with the rank of instructor, Lecturer or Senior Lecturer or with adjunct appointments shall not acquire tenure.

The term "full-time" is used in these tenure regulations to denote service on a one hundred percent workload basis for at least two of three semesters.

103.0402 Time Limitations

1. Tenure may be awarded upon recommendation by the President and approval by the Board of Regents upon completion of a probationary period of at least five years of full-time service at the rank of Assistant Professor or higher. The five-year period must be continuous except that a maximum of two years interruption because of a leave of absence or of part-time service may be permitted, provided, however, that no probationary credit for the period of an interruption shall be allowed. A maximum of three years credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of Instructor or Lecturer at the University of West Georgia. Such credit for prior service shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher.
2. The maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if an institutional recommendation for tenure is not approved by the President.
3. The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks without the award of tenure shall be ten years, provided, however, that a terminal contract for an eleventh year may be proffered if an institutional recommendation for tenure is not approved by the President. The maximum period of time that may be served at the rank of full-time instructor shall be seven years.
4. Tenure or probationary credit towards tenure is lost upon resignation from the University of West Georgia or upon written resignation from a tenured position in order to take a non-tenured position at the University of West Georgia or upon written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given at the University of West Georgia. In the event such an individual is again employed as a candidate for tenure at the University of West Georgia, probationary credit for the prior service may be awarded in the same manner as for service at another institution.

103.0403 Specific Minimum Criteria for the Award of Tenure

1. **Teaching.** Same as criteria for promotion to Associate Professor

2. **Service to the Institution.** Same as criteria for promotion to Associate Professor
3. **Academic Achievement.** Same as criteria for promotion to Associate Professor
4. **Professional Growth and Development.** Same as criteria for promotion to Associate Professor

103.05 Curriculum Vitae

Candidates must submit a curriculum vitae appropriate to the candidate's discipline

Name

Date

Teaching (or work experience for non-teaching faculty):

Date _____ Title _____ Institution and

Department

Service to Institution:

Committee membership:

Counseling experience:

Advisement of student organizations:

Participation in educational activities (talks to high school classes or clubs, judging of high school achievement tests, leader or member of seminars in field of interest or in general education, leader or member of discussion groups in field of interest or in general education):

Participation in community activity:

Academic Achievement:

Degree _____ School _____ Years

M.A. Thesis:

Ph.D. Dissertation:

Honors:

Professional Growth:

Membership and offices in scholastic honoraries:

Membership and offices in professional societies:

Publications, Papers read, Editorships,

~~Work in progress:~~

~~Listed in directories:~~

103.06 Instruments for Evaluating Teaching

Evaluation of a faculty member's work should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure. Although evaluation of classroom success is necessarily somewhat subjective, two modes of evaluation can, to a significant degree, objectively measure teaching effectiveness: evaluation by the department chair and student evaluation. Because the University of West Georgia believes that teaching is the most important function of a faculty member, the focus of evaluation instruments shall be on teaching and related duties.

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

The faculty member should receive the forms shortly after mid-semester from the department chair. They will be sorted by class and section number, with the correct number of forms per section, and placed in a manila envelope and marked with an identifying label. The labels are provided by the office of the Provost and Vice President for Academic Affairs. The evaluation instrument is to be delivered during the last week of class, and it should be administered by a student or faculty proxy, not by the faculty member teaching the class. The instructions for the proctor are included in the envelope. Once the forms have been completed, the proctor shall turn them back into the departmental office. If the class is being taught at a remote site, the

instructor should provide the proctor with a stamped envelope addressed to the departmental office that the student can drop in the mail. The completed evaluation forms are not to be delivered to the instructor of the class. (If the office is closed during this time, the office and the instructor shall make arrangements for receiving the forms.)

At the end of the semester, these Scantron forms will be sent to Instructional Technology Services (ITS) for processing and returned to the department to file. Once the grades have been turned in by the instructor, he or she may review the data and open-ended comments of the evaluations. The department chair will then file both parts of the evaluation in the departmental office and keep for complete records to support applications of tenure, promotion, and post-tenure review.

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

Copies of the forms for student evaluation (103.0601) and the evaluation by the department chair

(103.0602) are given on the next pages.

**103.0601 Instructor/Course Evaluation
Questionnaire ~~(Not Available)~~**

103.0601 ~~(Not Available)~~

[Student Evaluation of Instruction to be attached here](#)

Addendum V

104.0205 Documentation Required

Faculty undergoing post-tenure review must submit the following documentation to the Post-Tenure Advisory Committee:

1. Current curriculum vitae with accomplishments of the years under consideration highlighted.
2. Copies of annual performance reviews of the faculty member by his or her department chair or unit supervisor for the years under consideration.
3. Copies of the documentation prepared and submitted for consideration by the faculty member at the time of each of these annual reviews.
4. A statement prepared by the faculty member, not to exceed two pages in length, detailing his or her accomplishments and goals for the period under review and projected goals for the next five-year period.
5. Measures of teaching effectiveness including, but not limited, to a combination of written student evaluations and peer evaluations.
6. Any additional documentation specified by unit, departmental or institutional policy.
7. Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost.

Addendum VI

Recommended Revisions to the 2016-2017 Parking Code

Introduction. The specific revisions can be found at the corresponding highlighted section of the draft 2016-2017 Parking Code:

Cover page.

- a. 2016-2017
- b. Revised April 2016

Page 2

II. Motor Vehicle Registration

- a. Adds requirement for faculty, staff, and currently enrolled students who park at Newnan Center to register with Parking and Transportation Services.
 - b. Requires students taking only online classes who visit the Newnan Center either must have their vehicle registered and display a current University of West Georgia hangtag or follow procedures found in Section II-D, Visitor Registration.
- B. Student Registration.** Adds payment of the student's mandatory transportation fee covers the cost for a vehicle parking permit.

Page 3

C. Employee Registration.

- Deleted former references to Aramark employees.
3. Adds for specificity "annual" employee registration fee.
 6. Adds requirement to pay "any unpaid annual registration fee(s)" prior to renewing a decal for the new academic year

D. Visitor Registration

1. Changes Parking Services hours from 8:00 a.m. to 7:00 a.m.
3. Provides guidance to UWG Departments requesting visitor parking hangtags.
- 4., 5., 6. Adds the Welcome Center's capability to issue visitor parking hangtags to include visitors with disabilities.

Page 5

III Parking Regulations.

- Added Newnan Center in opening sentence
- A. **UWG Definitions.** Added bicycle
 - B. **Regulations.**
 4. Updates title of Associate Vice President of Auxiliary Enterprises and Business Services.

Page 6

7. Adds description of vehicles "in a visible need of repair"
 13. Adds instructions where to park bicycles, use of bicycle lane, and riding with the flow of traffic on streets
- IV Impoundment.** Changes Parking Services hours from 8:00 a.m. to 7:00 a.m.

Page 8

- D. **Special Instructions for Residential Freshmen.** Changes time from 1:00 p.m. to 12:00 p.m. on Friday for Residential Freshmen to park their vehicles at designated Residential Freshmen parking lots or spaces.

Page 9

- C. **Appeal Judge.** Updates title of Senior Vice President of Business and Finance.
- D. **Parking Appeals Committee.** Updates title of Provost and Vice President of Academic Affairs.

Addendum VII

UWG PARKING CODE

2016-2017



Parking and Transportation

Row Hall

Questions?

678-839-6629

parking@westga.edu

www.westga.edu/parking

Revised April 2016

I. GOVERNING AUTHORITY

The University of West Georgia (UWG) Parking and Transportation Services Department is delegated authority and responsibility for the administration of parking regulations and procedures designed to provide a safe and efficient parking system.

II. MOTOR VEHICLE REGISTRATION

All faculty, staff and currently enrolled students who park on the UWG Carrollton campus and Newnan Center are required to register with Parking and Transportation Services. Failure to register a vehicle will result in a citation being issued.

Students taking only online classes and who visit either the Carrollton campus or Newnan Center either must have their vehicle registered and display a current University of West Georgia hangtag or follow the procedures found in Section II-D, Visitor Registration.

A. Registration Procedure

Individuals intending to park on campus must visit to the Parking Services Office located on the first floor of Row Hall to register their vehicle. Failure to do so will result in a citation being issued.

The person registering a vehicle is responsible for all parking violations incurred by that vehicle and/or hangtag/decal regardless of who is operating the vehicle or to whom the vehicle is registered.

Motorized carts or motorized scooters below engine size of 50 cc. or similar vehicles may not be registered as a personal vehicle. Parking Services may grant, on a case-by-case basis, permission to register the use of a personal motorized cart for students and employees with accessibility (mobility) issues.

B. Student Registration

1. Each academic year, all students must register their vehicles within the first five days of the semester. Parking hangtags must be suspended from the windshield mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle and be totally unobstructed. If no mirror is available, the hangtag must be placed face-up on the driver-side dashboard.
 - a. The hangtag may be used on any vehicle brought onto campus by the student.
 - b. Citations are issued to the hangtag and not the vehicle. However, if no hangtag is visible, the citation is issued to the vehicle.
2. The payment of the student's mandatory transportation fee covers the costs for a vehicle parking permit.
3. Students are limited to one hangtag per academic year. Replacement for a lost hangtag is \$15.00.
4. Refunds for hangtags will not be offered.
5. Courtesy warning tickets will be issued the first five class days of each semester for vehicles that do not display a current hangtag. Vehicles will still be cited for violations of State Law and restricted parking such as handicap, red curb, yellow curb, faculty/staff, meters, and reserved parking.

C. Employee Registration

1. UWG Employees must register their vehicle immediately following the first contract date of the year or within one business day following orientation for new faculty/staff.
2. Upon vehicle registration, individuals will be issued a parking decal which must be attached on the upper passenger's side of the front windshield anytime the vehicle is parked on campus. The decal must face outward from the vehicle and be totally unobstructed by the sun shade strip. Citations are issued to the decal and not the vehicle. However, if the decal is missing, the citation is issued to the vehicle.
3. Annual employee registration fee is \$15.00.
4. Replacement for a lost decal(s) is \$15.00.
5. Refunds for decals will not be offered.
6. Faculty/staff and contract employees cannot renew a decal for a new academic year until all outstanding fines and any unpaid annual registration fee(s) are paid.
7. Full-time faculty/staff may be issued a gate access card upon request. This card is not to be loaned to anyone. The card remains the property of UWG and must be returned to Parking Services at the end of employment. The replacement cost for a lost or stolen gate access card is \$10.00.
8. **Family members of faculty/staff who are enrolled in classes on the University of West Georgia campus must register their vehicles as students.**
9. Graduate assistants (GAs/GRAs), student assistants, and Federal Work Study Program (FWSP) students are not permitted to register their vehicles as faculty/staff. Additionally, student assistants may not park in designated faculty/staff areas until after 5:00 p.m. Monday through Friday.
10. Vice Presidents and College Deans can request from Parking and Transportation Services a "Special Parking Permit for Meters and Service Spaces" for selected individuals. This permit entitles the bearer to park in service and metered spaces while attending UWG meetings or office visits away from assigned office. This permit may only be displayed on a registered vehicle bearing a current Faculty/Staff decal. This permit is not designed to provide convenient parking next to the bearer's office. All other use is prohibited. Abuse of this permit will result in citations, impoundment, and revocation.

D. Visitor Registration

1. Visitors should contact Parking Services located on the first floor of Row Hall Monday through Friday 7:00 a.m.-5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking Hangtag. After business hours, registration may be made via voicemail to 678-839-6629, or via email addressed to parking@westga.edu. When using voicemail or email, visitors must provide vehicle information including make, model, and tag number as well as purpose of visit. Parking and Transportation Services will issue a Visitor's Parking Hangtag to all authorized visitors. This hangtag will be suspended from the windshield mirror facing outward.
2. Visitors are allowed to park in any area designated for faculty, staff, metered, or student parking. Visitors are not allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation. If possible, visitors should bring the citation to Parking Services on the same day the citation was issued. If this is not possible, please either email or call Parking Services for instructions.
3. Departments requesting visitor parking hangtags should contact Parking Services via email at parking@westga.edu or telephone 678-839-6629. Whenever possible, the request should be made at least two business days in advance and should include the vehicle description and license plate number. Passes can be sent to the requestor through campus mail or picked up at the Parking Services Office in Row Hall. If reserved spaces are needed, please send that request at least ten business days in advance via the parking email address.

4. Visitors can also contact the Welcome Center, Monday through Friday 8:00 a.m.-5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking Hangtag. The Welcome Center is located in the Bonner House on Front Campus Drive. After business hours, registration may be made via voicemail to the Welcome Center at 678-839-2232. Visitors are allowed to park in any area designated for faculty, staff, metered, or student parking. Visitors are not allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation. If possible, visitors should bring the citation to Parking Services on the same day the citation was issued. If this is not possible, please either email (parking@westga.edu) or call Parking Services at 678-839-6629 for instructions.
5. The Welcome Center will issue a Visitor's Parking Hangtag to all authorized visitors. This hangtag will be suspended from the windshield mirror facing outward. When using voicemail, visitors must provide vehicle information including make, model, and tag number as well as purpose of visit.
6. Visitors with disabilities should contact the Welcome Center, Monday through Friday 8:00 a.m.-5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking Hangtag. After business hours, registration may be made via voicemail to the Welcome Center at 678-839-2232. Visitors with disabilities are allowed to park in "Permit Parking Only" accessible parking spaces, as well as any area designated for faculty, staff, student, and metered parking. Visitors are not allowed to park in any area that is designated as tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation.

E. Persons with Disabilities

Under Official Code of Georgia section 40-6-226, it is illegal to utilize a State-issued Disability Parking Permit for fraudulent purposes. Violators' vehicles will be cited and towed.

UWG students, faculty and staff with either permanent or temporary disabilities must obtain a "H/C" decal from Parking Services if they intend to park in "Permit Parking Only" accessible parking spaces on campus. Persons with disabilities are allowed to park in student or faculty/staff spaces if "Permit Parking Only" accessible spaces are filled. Parking in service-vehicle spaces, reserved spaces, metered spaces (without paying) or in any areas that are restricted by UWG signage or state law is not allowed. While parked on campus, the "H/C" decal must be attached either to a student hangtag or faculty/staff decal. The current UWG hangtag with "H/C" decal will be displayed in front of any State-issued Disability Parking Permit.

1. Permanent disabilities

An "H/C" decal is required from Parking Services which must be affixed to the driver's UWG hangtag or decal. Gate cards that allow access to restricted gated lots will be issued to individuals issued a special accessibility decal. Gate cards must be returned to Parking Services whenever classes are no longer being taken at UWG or employment is concluded. Failure to return the card will result in a \$10.00 charge and a hold placed on the UWG Banner account.

2. Temporary disabilities

A hangtag may be issued for persons with temporary disabilities. The driver must present to Parking Services a doctor's statement that communicates the need for accommodation and the duration of the request. The statement must be on letterhead with original signature. The hangtag must be displayed in clear view. As needed, persons with temporary disabilities will be issued a parking gate card for the duration of their disability. The card must be returned on the expiration date of their temporary permit. Failure to return the card will result in a \$10.00 charge and a hold placed on the UWG Banner account.

3. Persons with disabilities with a non-registered vehicle

Non-registered vehicles that display a disabled license plate or state issued Disability Parking Permit may receive a warning citation to remind the occupant to register with Parking Services. Further violations will be subject to fines and impoundment as outlined in Section V of this code.

F. Temporary Parking Permits

Hangtag/decals shall be properly displayed in any temporary vehicle. Should the student, faculty, or staff employee fail to transfer the hangtag/decal, she/he should please call Parking Services at 678-839-6629 before or upon arrival to campus and advise the vehicle will be on campus without a hangtag/decal. After business hours, please call 678-839-6629 and follow instructions on the Parking Services voice mail, or email parking@westga.edu. Individuals must include ID number (917) and all vehicle information including make, model, and tag number. Citations for non-registered vehicles parked in their correct zone after-hours will be excused if a message is left or email is received by Parking Services prior to the issuance of the citation.

III. PARKING REGULATIONS

Students, Faculty, Staff, and Visitors must abide by the parking regulations at all times when on the campus of the University of West Georgia or Newnan Center

A. UWG Definitions

Motorcycle. A motorized two wheel vehicle with an engine size of 50 cc. or greater. Certificate of origin must state: "Manufactured for lawful highway use". A special decal will be issued for motorcycles.

Scooter - motorized two wheel vehicle with an engine size of less than 50 cc.

Motorized Cart. A cart-type vehicle that is powered by an electric or internal-combustion engine which is generally used to transport people. These include, but are not limited to, golf carts, utility terrain vehicles (UTVs), low-speed vehicles (LSVs), and utility carts.

Bicycles. A non-motorized two or three wheel vehicle.

B. Regulations

1. The Parking Code is in effect at all times.
2. Motorcycles must park in a regular parking space and in the same manner as an automobile. Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone. Motorcycles are prohibited from driving on sidewalks or around parking control gates.
3. Scooters are only allowed to park in bicycle racks on campus.
4. Overnight or extended parking of campers, vans, buses, etc. utilized as living and sleeping quarters within the university's boundaries is not permitted unless approved by the **Associate Vice President of Auxiliary Enterprises and Business Services**.
5. Parallel parking against the flow of traffic on the street is prohibited.
6. Parking meter hours of operation are from 7:00 a.m.-5:00 p.m., Monday – Friday. Parking meters are available to anyone; **however, hangtags/decals must be displayed for faculty/staff and currently enrolled students**. Meters accept nickels, dimes and quarters only. Time is purchased at the rate of ten cents for ten minutes. Depending upon the meter, the maximum number of minutes which can be purchased is limited regardless of the amount of coins inserted. All meters have a maximum of 30 minutes except the Bookstore meters which have a maximum of 40 minutes. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four-hour period.

7. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at **678-839-6629** as soon as possible along with the approximate length of time before the vehicle will be moved. Parking Services does not provide roadside assistance services. The owner is liable for all parking citations issued before Parking Services is notified. The time limit for vehicles inoperable or **in a visible need of repair** on campus is 48 hours. After 48 hours, the vehicle will be towed from campus at the owner's expense.
8. Special parking permissions may be granted by Parking Services for short periods of time for loading and unloading. The maximum length of this time is 15 minutes.
9. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not be left unattended blocking a fire hydrant or traffic flow or access for persons with disabilities.
10. Service spaces are limited to use by the university service vehicles, personal vehicles with valid permits, and contractors/vendors on official business.
11. Parking is at the risk of the driver. The University does not carry insurance for damage or loss to vehicles or contents. It is recommended that individuals:
 - a. Avoid leaving valuable items in vehicles.
 - b. Call University Police (678-839-6000) to report damaged or stolen property.
 - c. Pay attention to warning signs and park away from athletic fields.
12. UWG motorized carts:
 - a. Parking is permitted in:
 - (1) Parking lots in accordance with the other sections of this code.
 - (2) Cart spaces that have been constructed for this purpose.
 - b. Parking is prohibited:
 - (1) On landscaped and lawn areas.
 - (2) In front of electrical transformers and other equipment that could require immediate access.
 - (3) On sidewalks, ramps, and other conveyances that serve pedestrian traffic or serve as a means of egress from a building.
 - (4) On streets, driveways, and parking lot access points, unless in designated parking spots.
 - (5) In any location, or in any manner, that would impede emergency responders.
 - (6) In any location that would impede the normal operations of the campus.
13. Bicycles:
 - a. Parking is only permitted in campus bicycle racks.
 - b. Parking is prohibited from obstructing walkways, railings, doorways or ramps intended for use by pedestrians or persons with disabilities.
 - c. Bicycles should use the bicycle lane where available and must ride with the flow of traffic on streets.

IV. IMPOUNDMENT

Motor vehicles in violation of Article B of the Parking Code may be impounded at the owner's expense. The vehicle operator/owner is responsible for any wrecker fees and storage fees except where noted.

- A. A release form must be obtained in order to regain possession of an impounded vehicle. The form may be obtained from Parking Services from **7:00** a.m. to 5:00 p.m., Monday–Friday, or the University Police (678-839-6000) from 5 p.m. until **7:00** a.m., Monday–Thursday, and from 5 p.m. Friday through **7:00** a.m. Monday, and during university holidays.

B. Vehicles may be impounded for any of the following reasons:

1. Non-registered vehicles having three or more unpaid parking fines.
2. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
3. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, in handicapped spaces (unauthorized) or blocking a handicapped ramp or curb cut, or on the grass, lawns, or athletic fields.
4. In case of emergency or in the interest of public safety.
5. After attempted contact with the owner, when a vehicle is presumed to be abandoned, or in a visible state of disrepair.
6. Vehicles that have five outstanding violations may be impounded.

V. PARKING AREA COLOR CODING AND DESIGNATIONS

A. The following curb/surface color scheme, and/or appropriate signs, shall designate parking on campus. In the event of a discrepancy between a sign and a curb color, the sign shall take precedence.

1. **Yellow** - No parking zone anytime. Violators are subject to citation and impoundment.
2. **Red** - Emergency lanes. No parking anytime. Violators are subject to citation and impoundment.
3. **Green** - Faculty/staff parking.
4. **White** - Open parking for all currently registered vehicles (except Residential Freshmen from Monday at 7:00 a.m. through Friday at 5:00 p.m.).
5. **Blue** - Accessibility (Disabilities) parking. Enforced 24/7. Individuals without special accessibility decals or accessibility hangtags are subject to citation and impoundment.
6. **Grey** - Residential Freshmen parking.
7. **Visitors** - Visitor parking. Enforced 24/7. Faculty, staff, and students may neither park their personal nor service vehicles in designated visitor spaces at any time. Violators are subject to citation and impoundment.

B. Faculty/Staff parking is in effect from 7:00 a.m. to 5:00 p.m., Monday through Friday unless otherwise designated by signage (for example the Humanities Parking Lot is open parking after 5:00 p.m. and on weekends) on class days and during final examination periods. This is to include fee payment, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students between the hours of 5:00 p.m. to 7:00 a.m.; **with the exception of parking reserved 24/7**, such as reserved for Deans or those areas marked by signage (e.g. Back Campus Drive) or gates.

C. Student-Zoned parking is in effect 24/7.

1. Student "E" permits may park in the 24-hour restricted areas EAST of Foster Street.
These areas are designated by signs and include the residential areas of Gunn Hall, Bowdon Hall and The Oaks.
2. Student "W" permits may park in the 24 hour restricted areas on the west side of campus.
These areas are designated by signs and include the residential areas of Tyus Hall, University Suites, Center Pointe Suites, and Arbor View Apartments.
3. Student "C" permits may park in restricted Commuter lots.
4. Student "E," "W," "C," and Faculty/Staff permits are authorized to park in any designated Open Parking Lot designated either by white curb color or signage.
5. Student "G/V" permits are authorized to park in the Greek Village Housing Complex or in any designated Open Parking lot. Student "E," "W," "C", and "RF" permits are not authorized to park in the Greek Village Housing Complex.
6. **Student "RF"- Please See "Special Instructions for Residential Freshmen" section below.**
7. Any student moving from one residence hall or other zoned area to a different zoned area except

Residential Freshmen must get a replacement hangtag from Parking Services. There will be NO charge for a replacement hangtag provided the original hangtag is surrendered to Parking Services.

8. Residence Life Coordinators and Residence Directors, are issued a special decal to attach to their hangtag, which permits them to park in certain restricted parking spaces identified by signs. These spaces or decals are not to be “loaned” to ANYONE.
9. Loading/Unloading spaces are for residents only with a parking limit of 20 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.
10. Graduate Assistants (GAs) are permitted to park in the gated Townsend Center lot or other open lots.

D. Special Instructions for Residential Freshmen

Residential Freshmen (RF) will only park at either the Residential Freshmen parking lots at the Athletic Complex (Parking Lots, C, D, E, G) or the designated spaces of the Evergreen and Tyus Hall Parking Lots from Monday at 7:00 a.m. until Friday at 12:00 p.m. Prior to home football game days and other designated events, Residential Freshmen will receive detailed instructions to temporarily move their vehicles to other lots on campus without penalty. The failure to follow these instructions will result in citations or impoundment.

E. Electric Vehicle Charging Spaces

These publically available spaces are reserved for electric vehicles (EV) only. EVs must be in active session connected to the charger to use the spaces. Any non-electric vehicles or EVs not in active session are subject to citation and impoundment.

VI. PARKING APPEALS

A. Time Limit

All appeals must be made within ten (10) business days of the date of the citation.

B. Appeals Procedure

1. All appeals must be submitted following the instructions located at the Parking Services website: http://www.westga.edu/parking/index_21932.php or at the Parking Services Office, located in Row Hall.
2. Students, Faculty, and Staff must include their campus email address on the appeal form submitted.
3. Appeals may be submitted through the following:
 - a. Online.....<https://parking.westga.edu/ticket.php>
 - b. In-person.....submit to Parking Services office located at Row Hall (must have citation attached to appeal form)
Monday – Friday 8:00 a.m.–5:00 p.m. except holidays
 - c. Mail.....Parking Services
University of West Georgia
1601 Maple Street
Carrollton, GA 30118 (must have citation attached to appeal form)
 - d. Fax.....678-839-5504 (must have citation attached to appeal form)

4. There is no hearing to attend. Therefore, any evidence or documentation must be submitted with the appeal form.
5. Individuals should clearly explain their situation.
6. The following citations and/or explanations cannot be appealed:
 - a. Yellow curb violation
 - b. Fire lane/Red curb violation
 - c. Fire hydrant violation
 - d. Persons with disabilities parking space violations
 - e. Meter violations
 - f. Unable to find a space
 - g. Lack of knowledge of the regulations (e.g., new to campus or have not reviewed the regulations).
 - h. Other vehicles were parked improperly.
 - i. Only parking illegally for a short period time
 - j. Late to class or appointment
 - k. Inability to pay the amount of the fine.
 - l. Displaying someone else's hangtag
7. Notification of appeal decisions are made via-email sent to the campus email address submitted with the appeal.

C. Appeal Judge

1. Appeals will be reviewed and a decision rendered by an administrative Appeal Judge appointed by the **Senior** Vice President for Business and Finance. The Appeal Judge shall be empowered to render either of the following rulings on all appeals:
 - a. The citation appeal is granted.
 - b. The citation appeal is denied.
2. The Appeal Judge may use discretion to waive or reduce fines.

D. Parking Appeals Committee

1. The Parking Appeals Committee is composed of the Student Judicial Chairperson, one Faculty Member and one Staff Member who are appointed by the **Provost and** Vice President of Academic Affairs. No member is affiliated with either Parking Services or University Police. No member of the committee or the Appeals Judge may rule on or approve their own parking citation appeal.
2. All Appeal Judge's decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.
3. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure that correct interpretation of the parking code is being applied.
4. The Parking Appeals Committee shall be empowered to render either of the following rulings on the decision rendered by the appeal judge:
 - a. The ruling of the Appeal Judge is upheld
 - b. The ruling of the Appeal Judge is waived and/or modified.
5. Within the constraints of Board of Regents policy, the decisions of the Parking Appeals Committee are final.

VII. SCHEDULE OF FINES AND PAYMENTS

Per University registration policy, students must clear all holds (including parking) and pay all fees before registering.

All student citations issued on or after January 1, 2012 must be paid (cash or check) in the Bursar's Office located on the first floor of Aycock Hall. UWG students can also pay citations through their Banweb account with debit or credit card. Holds are placed on University of West Georgia student accounts until paid in full or citation(s) are resolved. Hours of operation and payment information can be found on the Bursar's Office website at <http://www.westga.edu/bursar/>. Please note: All citations issued before January 1, 2012 must be paid in the Parking Services office located in Row Hall.

A. The schedule of fines and payments is as follows:

1. Counterfeiting a hangtag with intent to defraud, obtaining a hangtag by fraudulent means.....\$100.00
(displaying someone else's hangtag)
2. Altering any Parking Services permanent or temporary permit.....\$100.00
3. Obtaining a hangtag/decal for an unauthorized person.....\$100.00
4. Falsely registering a vehicle.....\$100.00
5. Unauthorized parking in a handicap space or falsely using an official State-issued handicap hangtag (subject to impoundment).....\$100.00
6. Restricted Parking includes: Parking at a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock, Electric Vehicle Space, reserved space or any other designated/signed tow-away zone (subject to impoundment).....\$50.00
7. Faculty/Staff designated areas.....\$35.00
8. Parking on yellow curb.....\$35.00
9. Parking in restricted student zone areas.....\$35.00
10. Parking meter violations.....\$25.00
11. Non-registered vehicle.....\$20.00
12. Failure to display a valid hangtag.....\$20.00
13. Displaying expired hangtag.....\$20.00
14. Parking on a sidewalk, lawn area, driveway, athletic field (subject to impoundment).....\$35.00
15. Parking against the flow of traffic.....\$25.00
16. Hangtag improperly displayed/obstructed from view.....\$20.00
17. Double parking.....\$10.00
18. Parking on or outside of white line or out of space.....\$10.00
19. Unauthorized use of "Special Parking Permit for Meters and Service Spaces".....\$10.00

If you have any questions or need additional information, call Parking Services at 678-839-6629 or visit our website at <http://westga.edu/parking>.

Rev. Approved by the Facilities and Services Committee of the Faculty Senate

Rev. Approved by Faculty Senate

Rev. Approved by Mr. Reeves

Rev. Approved by Mr. Sutherland

Rev. Approved by Dr. Marrero

Addendum VIII

UWG PROCEDURE NUMBER: 1.2.1, Formatting Policies and Procedures

Authority: UWG POLICY 1.2 (Policy and Procedures)

The University General Counsel, pursuant to the authority of UWG Policy 1.2, establishes the following procedures for compliance with UWG Policy 1.2 on Policies and Procedures:

A. Definitions

1. **Approval Process** - The process established by the University of West Georgia for the approval of new policy. See Table 1 for a flow chart summarizing the process.
2. **Best Practices** - See “*Guidelines*.”
3. **Code** - Generally refers to a collection of laws or regulations. Unless defined otherwise, “Code” will refer to the *Official Code of Georgia Annotated*, which is the codification of the laws of the State of Georgia as enacted by the Georgia General Assembly.
4. **Consequences** - A result that occurs from failure to follow established policies and procedures; usually in the form of a disciplinary action or penalty.
5. **Departmental Policy** - Generally refers to policy that prescribes behavior not to the University as a whole, but to a specific unit or department on campus, *e.g.*, *University Police Policies*.
6. **Duties** - See “*Requirements*.”
7. **Enabling Policy** - Refers to policy established as “UWG Policy,” which policy grants authority to (“enables”) designated individuals to implement or enforce the policy.
8. **Guidelines** - Suggested methods/action/behavior that is not considered mandatory, but rather seeks to streamline, simplify, or assist with policy compliance. May be used interchangeably with “*Standards*,” “*Best Practices*,” or “*Principles*.”
9. **Handbook** - A compilation of policies and procedures in the form of a book for a specific group of people such as students, employees, faculty, police, etc. May be used interchangeably with “*Manual*.”
10. **Manual** - See “*Handbook*.”
11. **May** - indicates an option.
12. **May not** - indicates a prohibition.
13. **Policy** - Policy prescribes the expected course of action for employees (faculty and staff), students, and third parties as may be identified therein. Failure to comply with policy will result in “*Consequences*.” Policy may also be referred to as “*Rules*” or “*Regulations*.”
14. **Principle** - See “*Guidelines*.”
15. **Procedure** - Generally, a method by which a policy can be accomplished. Procedures may include instructions on “how to” comply with a policy. Procedures generally are expressed as a series of operational activities or series of steps that should be executed. For the purposes of UWG’s Policies and Procedures, UWG Procedure may include additional requirements not characterized as method or “how to” in order to give some flexibility to manage change. Therefore, “*Procedures*” will be considered UWG “*Policy*” for purposes of enforcement.

16. **Regulations** - See “**Policy**.”
17. **Requirements** – Mandatory actions in “**Policy**” or “**Procedures**,” generally referred to as “**Requirements**” or “**Responsibilities**,” or “**Duties**.”
18. **Responsibilities** - See “**Requirements**.”
19. **Rules** - See “**Policy**.”
20. **SACSCOC** - Abbreviation for “Southern Association of Colleges and Schools Commission on Colleges.”
21. **Shall, Will, and Must** - indicate a legal, regulatory, standard, or policy requirement. “**Shall**” and “**Will**” are used for persons and organizations, and “**Must**” for inanimate objects
22. **Should** - indicates a recommendation that, in the absence of an alternative providing equal or better protection from risk, is an acceptable approach to achieve a requirement.
23. **Standard** - See “**Guidelines**.”
24. **Statutes** -Generally references a set of laws, in the same context as “**Code**,” however, for the purposes of UWG Policy, “**Statutes**” refers to the UWG Statutes that were approved by the Board of Regents and which set forth UWG’s organizational structure.

B. Approval Process

1. **Non-Academic Items**: Employees may suggest the need for policy with the approval of his/her supervisor and applicable Vice President. Similarly, any institutional committee charged with recommending policy may submit recommendations as set forth in the established procedure. A policy proposal will be drafted using the attached “Policy Request Form”, and submitted to University General Counsel to begin the approval process (**See Table 1 for a Summary of the Institutional Policy Writing for Proposals that DO NOT Concern Matters Governed by the Faculty Senate**). Policy proposals will be posted online for comments by the University community.
2. **Academic Items**: The Faculty Senate and its committees have processes for recommending policy and these processes must be followed (**See Table 2 for a Summary of the Institutional Policy Writing Process for Proposals Governed by the Faculty Senate**).
3. **Advice on Procedures**: The person named by policy to establish procedures is encouraged to consult with the University General Counsel for formatting advice. The Faculty Senate Executive Committee similarly should be consulted on issues concerning academic policy.

C. Formatting Process

1. **Policies**:

Requests for new policy or revisions to existing policy will be submitted on the Template “Policy Request Form” (attached to this Policy). In consultation with the unit seeking the policy, the University General Counsel will assign a policy number, identify the categories of persons (i.e., faculty, students, vendors, etc.) who must comply with the stated policy (“Context”), and the person (by title) to be authorized by the President to establish procedures for compliance with the policy. Following the approval process, the policy will be signed and dated by the President. Any policy that has not been approved and signed by the President is not considered a final policy of the institution. Approved policies will be found on the University’s [policy web site](#).

Supplemental information may be provided under the title “Administration & Additional Resources” that gives a “Short Title,” “Previous Versions” (and dates), “Oversight” (the party responsible for assuring compliance with the policy), or “Additional Resources” (links to other sources that may cross reference or supplement the policy). “Associated Procedures,” if any, will be listed at the bottom of the policy.

2. Procedures

Procedures will be assigned a number that relates back to the enabling policy, but will be clearly marked as a “Procedure.” Procedures may be established by the person authorized in the enabling policy and signed by his/her corresponding Vice President, or President if he/she is a direct report to the President. Procedures will include at the outset, any definitions that are relevant, followed by the text of the procedures. Suggested content includes the methods for achieving compliance and consequences for subsequent non-compliance with the established policy and procedures. Procedures should be drafted concurrently with the policy so that both may be published simultaneously, if the procedure does not relate back to an existing policy. Final and approved procedures will be forwarded to University General Counsel for final review and posting on the University’s [policy web site](#).

Issued by the University General Counsel, the ____ day of _____, 2016.

Signature, University General Counsel

Reviewed by President: _____

Previous version dated: N/A

**University of West Georgia
Policy Request Form**

[Complete and Submit to University General Counsel at policy@westga.edu]

CHECK ONE: NEW POLICY ✕ REVISION OF EXISTING POLICY ✕

Department/Unit Needing Policy:	<i>(Identify which department is responsible – policy number will be assigned by University General Counsel)</i>
Policy Name:	<i>(Suggested title)</i>
POLICY STATEMENT:	
<i>(Insert a brief statement on why your department needs the policy)</i>	
CONTEXT:	
<i>(Scope – identify who is affected by this policy)</i>	
TEXT:	
<i>(Insert text of policy here – please be as brief as possible. Methods to comply with policy will be included in the accompanying procedures)</i>	
Procedures to be written by:	<i>(Department level under supervision of VP)</i>
Short Title:	<i>(Suggest a short title to be used, if applicable)</i>
Previous Versions:	<i>(Give name and date of any policy that this will replace; if none, N/A)</i>
Oversight:	<i>(Title of person who will be the initial person to enforce compliance)</i>
Additional Resources:	
<i>(List of laws, policies, or other resources that will help the reader with compliance)</i>	

Associated Procedures:
<i>(Policy is general in form; what topics should be included and discussed in more detail? List here)</i>

REVIEWED BY:

(NAME, DATE, AND TITLE)

Table 1

**INSTITUTIONAL POLICY WRITING PROCESS – NON-ACADEMIC
POLICY**

*PROPOSALS THAT DO NOT CONCERN MATTERS GOVERNED BY THE FACULTY SENATE

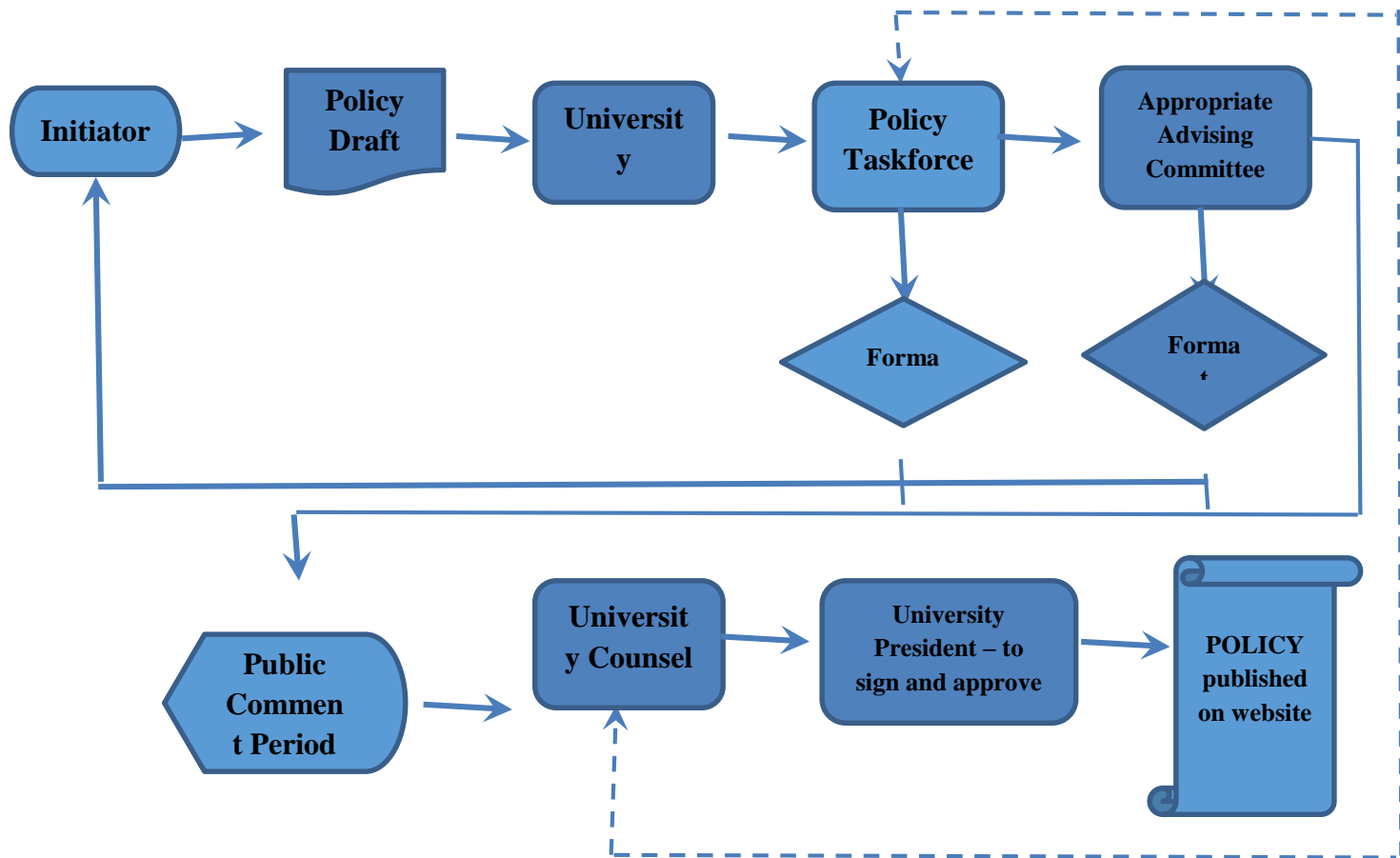
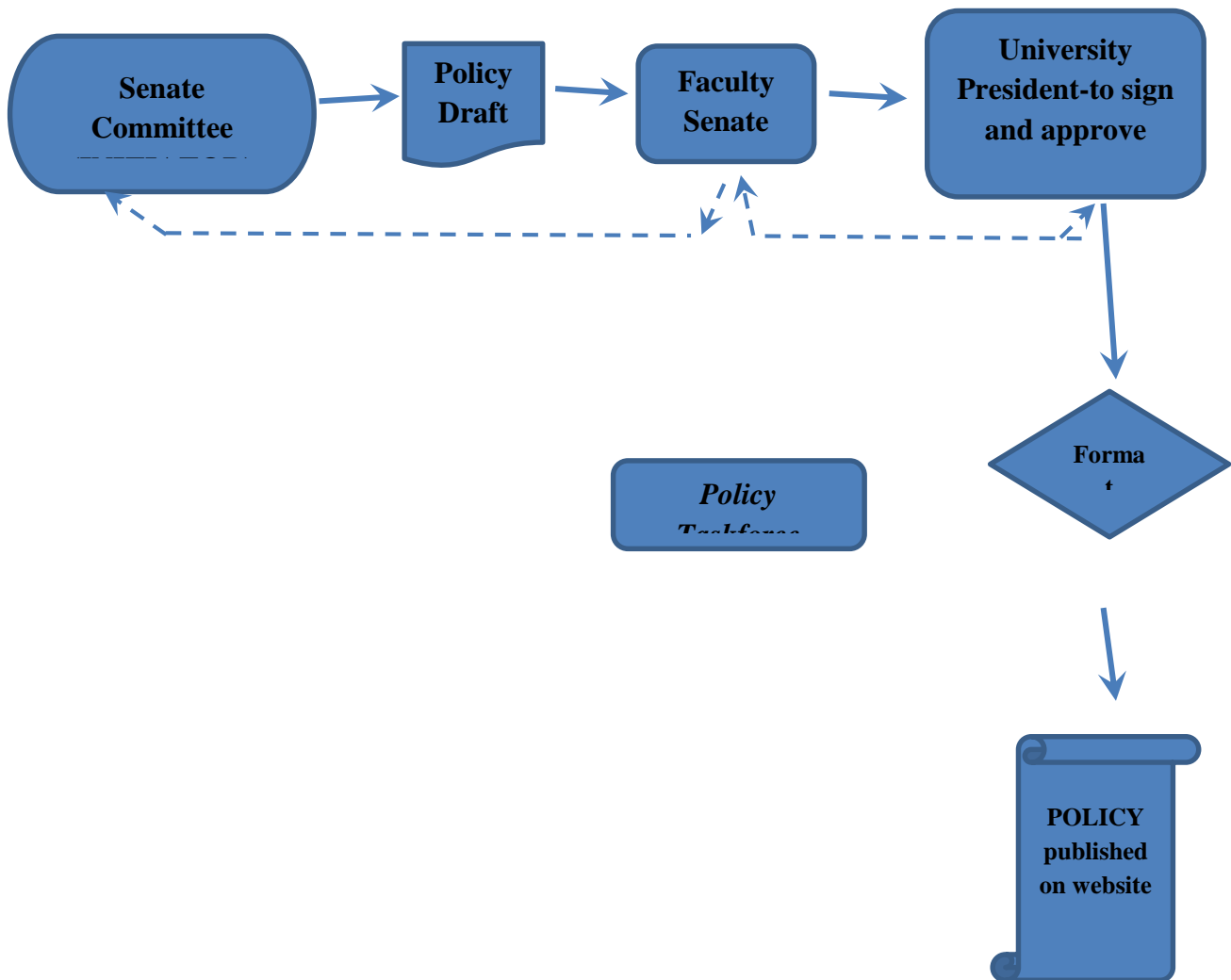


Table 2

INSTITUTIONAL POLICY WRITING PROCESS – ACADEMIC
POLICY

*PROPOSALS GOVERNED BY THE FACULTY SENATE



Addendum IX

UWG PROCEDURE NUMBER: UWG Procedure 2.5.3 Summer School Salaries
Authority: UWG POLICY: 2.5 Leave and Compensation for Faculty

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.5**, establishes the following procedures for compliance with UWG Policy **2.5** on **Leave and Compensation for Faculty** :

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the Summer School Salaries procedure for university faculty.

A. Definitions.

1. *“summer school”* – As per the UWG Registrar’s Office, summer school includes all sessions taught in May, June and July.

B. Summer School Compensation Procedure.

Pursuant to BOR Policy 8.3.12.3 and UWG Faculty Handbook, section 113: Payment of compensation to faculty members for teaching during the summer semester shall be at a rate not to exceed 33 1/3 percent of their base faculty salary for the previous academic year. The summer pay to perform administrative duties may not exceed 33 1/3 percent of total salary (www.usg.edu/policymanual/section8/C245/#p8.3.12_compensation).

Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester (See also UWG Procedure 2.7.1 on Workload).

C. Compliance.

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

Issued by the [title of person charged with writing procedure], ***the*** ____ ***day of*** _____, ***2016.***

Signature, [
Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules_3/10/2016

Addendum X

Faculty Handbook, section 113, Faculty compensation for summer school teaching. Payment of compensation to faculty members for **teaching** during the summer semester shall be at a rate not to exceed 33 1/3 percent of their **base faculty salary** for the previous academic year. **The summer pay to perform administrative duties may not exceed 33 1/3 percent of total salary** (www.usg.edu/policymanual/section8/C245/#p8.3.12_compensation).

Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester (See also UWG Procedure 2.7.1 on Workload).

Addendum XI

UWG PROCEDURE NUMBER: UWG Procedure 2.9.1, Advisement

Authority: UWG POLICY: UWG Policy 2.9, Service and Professional Responsibilities

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

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the advisement procedures for undergraduate and graduate students.

A. Definitions.

1. *Advisement*- The act or process of *advising* a student.
2. *University of West Georgia Advising Center*- Center on the campus of University of West Georgia which supports undergraduate students by offering advisement and registration information.

B. Advising Procedure.

University of West Georgia undergraduate students will receive information about advising and registration from the University of West Georgia Advising Center. Please see the University of West Georgia Advising Center [website](#) for details.

University of West Georgia graduate students will receive information about advising and registration directly from the college/school to which they are enrolled.

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, *2016.*

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules_3/10/2016