# Memorandum

**To:** General Faculty

**Date:** March 25, 2015

**Regarding:** Agenda, Faculty Senate Meeting, March 27 at 3:00 p.m., TLC 1-203

The agenda for the March 27, 2015 Faculty Senate meeting will be as follows:

1. Call to order

2. Roll call

3. Approval of minutes of February 27 (see Addendum I)

4. Committee reports

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

A) College of Science and Mathematics
   1) Department of Physics
      a) Program: Bachelor of Science with a Major in Physics
         Request: Modify

B) College of Social Sciences
   1) Department of Criminology
      a) Course: CRIM 3411 Criminal Investigations
         Request: Add

      b) Course: CRIM 4001 Survey Research Methods
         Request: Add

C) Department of Anthropology
   1) Program: Bachelor of Science with a Major in Anthropology
      Request: Modify

**Information Items:**

A) The Undergraduate Programs Committee is pleased to announce that Angela Insenga will serve as committee chair in 2015-16.

B) Bachelor of Arts
   The UPC requests brief discussion of the following questions regarding the Bachelor of Arts degree:
   1) What does the BA mean at the University of West Georgia?

2) Do the requirements for the BA across programs/colleges need to be universal?
3) In the event changes are made to BA requirements, what should the process be for making those changes?

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

A) School of Nursing
1) Program Proposals:
a) Master of Science in Nursing, Health System Leadership, Clinical Nurse Leader
Request: Modify

b) Master of Science in Nursing, Health Systems Leadership, Leader/Manager Role
Request: Modify

c) Master of Science in Nursing, Nurse Educator Role
Request: Modify

d) Post-Master Certificate, Nursing Education
Request: Modify

e) Post-Master Certificate, Clinical Nurse Leader Role
Request: Modify

f) Post-Master Certificate Health System Leadership, Leader/Manager Role
Request: Modify

g) RN-MSN Nurse Educator Track
Request: Modify

h) RN-MSN Nurse Health System Leadership Track - Leader/Manager Option
Request: Modify

i) RN-MSN Nurse Health System Leadership Track - Clinical Nurse Leader Option
Request: Modify

2) Course Proposals:
a) NURS 6102 Role of Caring Healthcare Prof.
Request: Modify

b) NURS 6900 Scholarly Writing
Request: Add

B) College of Education
1) Course Proposals:
a) Leadership and Instruction
i) EDLE 8306 Residency Course: Instructional Leadership for Improving Schools
Request: Add

ii) EDLE 8304 Residency Course: Leadership for Organizational Change
Request: Add

iii) SEED 6261 Instructional Strategies for English Education in Secondary Schools
Request: Add

iv) SEED 6111 Introduction to the Secondary School Field Experience
Request: Add

v) SEED 6260 Instructional Strategies in Secondary Schools Laboratory
Request: Add

vi) SEED 6262 Instructional Strategies for Social Studies Education in Secondary Schools
Request: Add

vii) SEED 6263 Instructional Strategies for Science Education in Secondary Schools
Request: Add

viii) SEED 7291 Classroom Instruction and Management
Request: Modify

ix) SEED 6264 Instructional Strategies for Mathematics Education in Secondary Schools
Request: Add

2) Program Proposals:
a) Dean's Office COE
i) Master of Art in Teaching (MATC)
Request: Terminate

ii) Master of Education with a Major in French Language Teacher Education (MED)
Request: Terminate

iii) Master of Education with a Major in Spanish Language Teacher Education (MED)
Request: Terminate

iv) Master of Education with a Major in Middle Grades Education
Request: Terminate

b) Leadership and Instruction
i) Specialist in Education with a Major in Educational Leadership
Request: Modify

ii) Master of Arts in Teaching (MAT)
Request: Modify

C) Additional business:
1) Electronic Submission of Theses and Dissertations via ProQuest
a) Proposed ProQuest Student Introduction, ProQuest Guidelines, and changes to Thesis & Dissertation UWG General Guidelines for Formatting and Processing handbook
Request: Add

**Information Items:**

A) Graduate catalog: inclusion of an International admissions section in the graduate catalog.

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

A) CRIM 2000
Request: Add

**Information Item:**

Mark Faucette will continue chairing the committee for 2015-16.

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

A) Promotion and tenure time limits: letter of recommendation to the provost (see Addendum V)

B) Grievance policies and procedures:
1) Current policy, Section 107 (see Addendum VI)
2) Proposed changes (see Addendum VII)
3) "Clean" copy (see Addendum VIII)

**Committee VI: Strategic Planning Committee (Nadya Williams, Chair)**
**Information Item:**

A) Heather Mbaye has been elected to serve as the Chair of the Strategic Planning Committee for 2015-16.

**Committee VII: Student Affairs Committee (Sharmistha Basu-Dutt, Chair)**
**Information Item:**

A) Judy Butler will be Chair of the Student Affairs Committee for 2015-16.

**Committee XIII: Rules Committee (Patrick Erben, Chair)**
**Action Item** (see Addendum IX)**:**

A) Changes to the Shared Governance document

5. Old business

6. New business

A) Jennifer Schuessler (Nursing) and Micheal Crafton (Provost) will present on the topic of Non-Tenure Track (Clinical) Faculty with Rank, which has been reinstated at UWG. It was approved by the Faculty Senate on March 16, 2007, was successfully implemented by the School of Nursing, then discontinued in 2013.

B) Nominees for Chair-Elect of Faculty Senate

7. Announcements

A) Report on USG-Faculty Council meeting on Sat., March 21 (Elizabeth Kramer)

8. Adjournment

# Addendum I

# University of West Georgia
# Faculty Senate Meeting

## Minutes—Draft
### February 27, 2015

1. Meeting convened in room 1-203 of the Technology-enhanced Learning Center and called to order by Elizabeth Kramer, Chair
2. Roll call

*Present*
Basu-Dutt, Blair, Boldt, Butler, Connell, DeFoor, DeSilva, Elman, Erben, Farmer, Debra Dwight (substituting for Farran), Geisler, Gerhardt, Griffith, L. Haynes, C. Johnson, Keim, Lopez, Rob Sanders (substituting for Mbaye), McCord, McCullers, McGuire, McKendry-Smith, Meg Pearson (substituting for L. Miller), Matt Varga (substituting for Mindrila), Cale Self (substituting for Neely), Ogletree, Remshagen, J. Roberts, C. Schroer, Seay, Skott-Myhre, Stanfield, Steere, Velez-Castrillon, Webb, Welch, Williams, Willox, Woodward, Xu, Yates

*Absent*
Banford, Faucette, Insenga, L. Robinson, Tekippe

3. Approval of minutes of January 23rd

Kramer, Chair, proposed that the following agenda items be amended:

1. Change the following Committee I item from action to information.
    a. College of Social Sciences
        i. Department of Sociology
        ii. Program: Bachelor of Science in Sociology
        iii. Request: Modify
2. Committee II requested the acceptance of the correct syllabus for ENGL 5005

*Both edits to the agenda were approved unanimously by voice vote.*

4. Committee reports

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

A) College of Arts and Humanities
    1) Department of English
        a) Course: ENGL 4238 Methods for Teaching Secondary English
        Request: Modify

        b) Program: BA with a Major in English
        Request: Modify

*Items approved unanimously by voice vote*

B) College of Science and Mathematics
   1) Department of Biology
      a) Course: BIOL 2021 Human Anatomy and Physiology I
         Request: Modify

*Item approved unanimously by voice vote*

   2) Department of Physics
      a) Program: Bachelor of Science with a Major in Physics
         Request: Modify

*Item approved unanimously by voice vote*

**Information Items:**

A) College of Social Sciences
   1) Department of Sociology
      a) Program: Bachelor of Science in Sociology
         Request: Modify

B) College of Education
   2) Department of Leadership and Instruction
      b) Program: Bachelor of Science in Education with a Major in Middle Grades Education
         Request: Terminate

C) College of Science and Mathematics
   1) Department of Mathematics
      a) Program: Bachelor of Arts with a Major in Mathematics
         Request: Deactivate

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

A) College of Social Sciences
   1) Political Science Department
      a) Course: POLS 6287 Comprehensive Research Project
         Request: Add

*Item approved unanimously by voice vote*

B) College of Arts and Humanities
   1) English and Philosophy Department
      a) Course: ENGL 5000 Studies in British Literature I
         Request: Add

      b) Course: ENGL 5002 Studies in British Literature II
         Request: Add

c) Course: ENGL 5003 Studies in American Literature I
Request: Add

d) Course: ENGL 5005 Studies in American Literature II
Request: Add

*Items approved unanimously by voice vote*

**Committee IV: Academic Policies Committee (Susana Velez-Castrillon, Chair)**
**Action Items:**

A) Proposed changes to the Faculty Handbook in the following section:
Grade Appeal Policy -208.04
Section F. Procedures
1. Procedural Summary
a. Department Chair

Prelude: The Academic Policies committee has discussed the current Grade Appeal Policy presented in the Faculty Handbook. Faculty members have raised the concern that the current policy leaves the course instructor out of the Grade Appeal Procedures. The Academic Policies committee suggests including a recommendation for consultation of the Grade Appeal with the instructor, but recognizes that this discussion cannot be mandatory.

The proposed changes are as follows:

**Grade Appeal Policy – 208.04**

**F. Procedures.** The student initiates the grade appeal in writing, using the Student Grade Appeal Form available from the Provost's website. Students are encouraged (although not required) to present grade concerns to the faculty member before initiating a formal grade appeal.

1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair.

a. **Department Chair.** Upon receipt of the written grade appeal, the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation, and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the

appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

A) Proposed changes to the Student Grade Appeal Form to reflect the new Grade Appeal Procedure:

The following statement and signature line for the faculty member will be added to the Department chair box:

"I have reviewed the student's grade appeal and stand by the grade."

*Items approved unanimously by voice vote*

B) Proposed changes to the Faculty Handbook in the following section:
Grade Appeal Policy -208.04
Section F. Procedures
1. Procedural Summary
d. Grade Appeals Subcommittee

Prelude: It has been brought to the attention of the AP committee that the Grade Appeal Policy lacks a procedure to follow if the Grade Appeals Subcommittee has a mixed vote on a student's appeal.

Discussion: The Academic Policies Committee proposed to change the Faculty handbook to address the process. A discussion raised some questions about the finality of a decision at a couple of levels. One recommendation is that the chair of the appeals committee should only vote when there is a tie. Another concern was raised about the potential for the process being caught in a procedural loop. Other scenarios were suggested and additional questions were raised about the overall clarity of the process.

*The chair chose to withdraw the motion and return the item to the committee for further review.*

C) Proposed Changes to the Undergraduate and Graduate catalog:

Prelude: Last year the Academic Policies Committee and Faculty Senate approved the revised Attendance Policy (Faculty Handbook 204). The language changes were published in the Student Handbook and also the 2015-2016 undergraduate and graduate catalogs. However, in the catalogs, the information is placed under the old title "Class Absence."

Undergraduate Catalog - Class Absence: http://www.westga.edu/assets/docs/catalogs/UG-full-current/1766.htm

Graduate Catalog - Class Absence http://www.westga.edu/assets/docs/catalogs/UG-full-current/1766.htm

Proposal: In order for the Undergraduate and Graduate catalogs to be in accordance with the revised attendance policy, the Academic Policy Committee proposes that the title “Class Absence" be changed to "Attendance Policy." The Faculty Senate will need to approve this in order for it to be listed differently in next year's catalogs.

*Item approved unanimously by voice vote*

**Information Item:**

D) Plagiarism

The Faculty Senate tasked the Academic Policies Committee with discussing the issue of plagiarism on campus and developing strategies to address this problem.

There is a dishonesty reporting form that goes to a central reporting data base to see if patterns of academic dishonesty may be found in multiple classes that the reported student has taken.

The instructions for reporting academic dishonesty can be found at the following: http://www.westga.edu/assetsDept/vpaa/Academic_Dishonesty.pdf and the Common Language for Course Syllabi, http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

The committee also recommended interactions between the student government president and the AP and Student Affairs committees. There could be faculty development through the library’s Good Librations series and possible faculty training sessions.

**Committee VI: Strategic Planning Committee (Nadya Williams, Chair)**
**Information Item:**

A) Catalog language for core areas C-E to include the new QEP Learning Outcomes:

Embedded QEP Learning Outcomes: Language for the Undergraduate Catalog

**Area C new language**: Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.

**Area D new language:** Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

**Area E new language:** Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics, adapting written communication to specific purposes and audiences.

**Committee VIII: Technology Committee (Craig Schroer, Chair)**

**Information Item** (see http://bit.ly/1wa3WuL)**:**

A) Recommendations for Marketplace Relocation to a Non-UWG Service (draft)

*Schroer provided an overview of the draft being considered for faculty Marketplace Relocation and possible platforms.*

7. Announcements

Susana Velez-Castrillon announced updates to the *Best of the West* Awards and presentations.

8. The meeting adjourned at 3:56 p.m.

Respectfully submitted,
Dawn Harmon McCord
for
Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty

# Addendum II

## Program View Request (Read-Only)

**Originator**

College of Science and Mathematics — College
Physics Department — Department
Talbot, Julie — Originator

**Action**

Add ◉ Modify ○ Deactivate ○ Terminate ○ Reactivate

**Modifications**

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

**Program Selection**

College of Science and Mathematics — College
Bachelor of Science with a Major in Physics — Program
Bachelor of Science with a Major in Physics — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Bachelor of Science — Degree Name
Spring 2016 — Effective Semester/Year

**Modification Details**

The Accounting department no longer offers ACCT 4201, which was a required course in the previous plan. Students must now take ACCT 2101 and ACCT 2102, which requires 3 extra credit hours. In order to compensate, students will now be expected to take either ECON 2105 or ECON 2106, instead of both, which still meets the requirements for the RCOB MBA program.

At the same time, we are increasing the number of options for elective courses to give students added flexibility, and to make it easier for students to meet the requirements for DSW hours.

(Max 4000 characters)

**Rationale**

We wish to keep the credit hours for graduation at 120, and if students must take ACCT 2101 and ACCT 2102, allowing them to take either ECON 2105 or 2106 instead of requiring both will permit them to graduate with the same number of hours while still meeting the admission requirements for the MBA program. We are also updating the Physics courses to give students added flexibility, incorporate PHYS 4103 as an elective, and reflect changes in how our courses are offered (e.g. PHYS 4313 is not necessarily offered as a DSW course.)

(Max 4000 characters)

**Planning Info**

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 1

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Julie Talbot [APPROVED 2015-02-03]
Chair, Course Department

Scott Gordon [APPROVED 2015-02-17]
Coordinator, COSM Curriculum Committee

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-03-09]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

# COURSE REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN PHYSICS
## (PLAN C - Business Concentration)
**Effective: Spring 2016**

| AREA | COURSE | HRS | GRADE |
|---|---|---|---|
| A | ENGL 1101 | 3 | |
| A | ENGL 1102 | 3 | |
| B | COMM 1110 | 3 | |
| B | XIDS 2001 (The Physical Universe) | 1 | |
| C | Core Elective (See Catalog) | 3 | |
| C | Core Elective (See Catalog) | 3 | |
| D | Eight hours selected from:<br>BIOL 1107 w/Lab, BIOL 1108 w/Lab, CHEM 1211K, CHEM 1212K,<br>GEOL 1121 w/Lab, GEOL1122 w/Lab | 8 | |
| E | POLS 1101 | 3 | |
| E | HIST 1111 or 1112 | 3 | |
| E | HIST 2111 or 2112 | 3 | |
| E | ECON 2105 or ECON 2106 | 3 | |
| A & F | MATH 1113 | 3(A)<br>1(F) | |
| D & F | MATH 1634 | 3(D)<br>1(F) | |
| F | MATH 2644 | 4 | |
| F | MATH 2654 | 4 | |
| F | PHYS 2211 | 4 | |
| F | PHYS 2212 | 4 | |
| MAJOR | PHYS 3213 | 3 | |
| MAJOR | PHYS 3511 | 1 | |
| MAJOR | PHYS 3521 | 1 | |
| MAJOR | PHYS 4313 | 3 | |
| MAJOR | PHYS 4984 | 1 | |
| MAJOR | MATH 3063 (Replaces ECON 3402) | 3 | |
| MAJOR | FL (6 hours) | 6 | |
| MAJOR | CS 1301 | 3 | |
| MAJOR | Fifteen hours selected from:<br>ASTR 2313, MATH 3303, PHYS 3013, PHYS 3113, PHYS 3313, PHYS 3413, PHYS 4103, PHYS 4333, PHYS 4413, PHYS 4513, PHYS 4523, PHYS 4683 | 15 | |
| | **The following are preparatory courses for the MBA:** | | |
| CONCENTRATION | ACCT 2101 and ACCT 2102 | 6 | |
| CONCENTRATION | MGNT 3600 | 3 | |
| CONCENTRATION | MKTG 3803 | 3 | |
| CONCENTRATION | The following should be selected as electives in order to satisfy the program:<br>BUSA 2106, CISM 2201, CISM 3330, FINC 3511 | 12 | |
| | | | |
| MBA PROGRAM | Apply to the College of Business at UWG, see Graduate Catalog for the Graduate level course requirements | | |
| | | | |
| | Total | 120 | |

**No Physical Education requirement**

**Hours earned in PE courses will not count in the 120 hours for graduation.**

**Six hours of Discipline-Specific (DSW) courses are required for the UWG degree.**

**DSW course options: PHYS 3511 (1). PHYS 3521 (1), PHYS 4103, PHYS 4984 (1), and as designated by the instructor**

## Course Update Request (Add, Delete, Modify)

**Originator**

| Criminology Department | College of Social Sciences | Johnson, Mike |
|---|---|---|
| Department | College | Originator |

**Action**

(•) Add ( ) Modify ( ) Delete

**Modifications**

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [✓] See Comments Senate Action Item (See Procedure)

**Course Details**

| CRIM | 3411 | Criminal Investigations |
|---|---|---|
| Prefix | Number | Course Title |

This course examines the basic principles of criminal investigation. Coverage includes study of current investigative procedures used in the handling of crime scenes, interviews, evidence, surveillance, report writing, modus operandi, and technical resources. In addition, this course explores theories, philosophies, and concepts related to prevention, apprehension, and suppression of crimes.

Course Catalog Description

| 3.00 | | 3.00 | Fall - 2015 | Yearly | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

CRIM 1100

**Corequisites**

**Rationale**

This course has been taught several times (much more than three) as a "Contemporary Issue" course (4280) and it always draws a large number of students. Many students are interested in how crimes are solved, Criminal investigations has become an important social issue and a staple course in many crime studies programs. Thus the course would make a fine addition to our law enforcement course offerings.

**Planning Info**

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

**Comments**

Please see attached past syllabus.

**College Approvals**

David Jenks [APPROVED 2015-02-12]
Chair, Course Department

Amber Smallwood [APPROVED 2015-02-27]
Coordinator, COSS Executive Committee

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2015-03-09]
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

## CRIM 4280: Criminal Investigations

### COURSE SYLLABUS


| | |
|---|---|
| **Instructor:** | **Michael P. Mansour** |
| **Office Hours:** | **By Appointment Only** |
| **Office Location:** | **Villa Rica PD** |
| **Telephone:** | **(678) 840-1310** |
| **E-mail Address:** | **mmansour@villarica.org** |
| **Class Schedule:** | **W 5:30p.m. –8:00p.m.** |


### COURSE DESCRIPTION

This course examines the basic principles of criminal investigation. Coverage includes study of current investigative procedures used in the handling of crime scenes, interviews, evidence, surveillance, report writing, modus operandi, and technical resources. In addition, this course explores theories, philosophies, and concepts related to prevention, apprehension, and suppression of crimes.

### COMPETENCY AREAS

Upon completion of this course, you will be able to:

1. Identify the fundamentals of the Georgia Criminal Code;
2. Define foundational legal terms as they are presented in the Georgia Criminal Code;
3. Identify the unique aspects of the Georgia Criminal Code;
4. Identify the fundamental techniques used in contemporary criminal investigations;
5. Identify proper surveillance techniques;
6. Identify the various methods used for suspect/victim identification;
7. Identify the various methods used in interviews and interrogations;
8. Identify the proper methods used to investigate robbery;
9. Identify the proper methods used to investigate child abuse;
10. Identify the proper methods used to investigate dangerous drugs and narcotics.
11. Write concise and informative criminal investigation reports and sketches;
12. Organize criminal investigation case files for prosecution;
13. Identify methods for routine physical evidence collection;

14. Identify the various methods of investigating arson and bombing;
15. Identify the various methods used in investigating crimes against persons and homicide.

## REQUIRED TEXTBOOK AND MATERIALS

1. Lyman, Michael D. "Criminal Investigation, The Art and The Science", 6th Edition, Prentice Hall Publishing, 2008

# CLASSROOM PROCEDURES AND POLICIES

### Attendance Policy

A student may be dropped from a course in which the number of his/her unexcused absences exceeds 25% of the total number of course meetings. Please refer to the College Catalog for information regarding excused and unexcused absences.

### Withdrawal

If a student decides to withdraw from the class, he/she must complete the appropriate paperwork before an official withdrawal can occur. It is imperative that the student contact the instructor upon deciding to withdraw. Any student withdrawing before midterm will receive a grade of W. If a course is dropped for any reason after midterm, the student will receive a grade of WF (Withdraw Failing). WF has zero quality points and will be calculated in the GPA. WP is considered only as a result of withdrawal due to extenuating circumstances and academic performance is passing. Please refer to Academic Calendar for the specific midpoint date.

### Academic Integrity

Academic dishonesty is an act by a student to use or to represent the work (research, writing, examination answers, etc.) of another person as his or her own production. The work of another person represented as one's own is dishonest and does not fairly measure the competence, knowledge, and achievement of the individual. Academic dishonesty is contrary to the standards, ethics, and goals of higher education and is unacceptable in the technical college community and in this course.

The Student Code of Conduct is enforced for traditional, hybrid, web-enhanced and online classes. Students must not assist or accept assistance from classmates with exams or assignments. Students caught engaging in such activity automatically fail the course and are subject to further disciplinary action.

## General Rules

All college policies and rules as outlined in your student handbook and college catalog apply.

- Students shall not bring food or drinks in any area building other than the snack bar or other designated areas.
- The use of tobacco products, including cigarettes, cigars, pipes, or smokeless tobacco, is prohibited on all UWG campuses except in designated smoking areas.
- Students must abide by the dress code guidelines outlined in the Student Handbook and Planner.
- Cell phones, beepers, or any electronic devices should be silent while in class.
- Children are not to be allowed in the classroom or left unattended on college property.
- If computers are available, please do not turn on computers until requested to do so; computers should be used only for completion of assignments.
- Students will exercise all safety precautions given by the faculty.

## Course Work and Grading Guide

All students are responsible for completing all assignments. Late work will not be accepted **unless the instructor has given prior** approval – no exceptions will be made. Students are responsible for obtaining assignments missed due to their absence. Homework and in-class assignments will be written or typed legibly, using correct grammar and punctuation. **Grammar and usage will be considered in grading the overall quality of the student's work. There will be three (3) tests administered and each test will count 100 points. There will also be one 8 page paper due, using MLA format, this paper will also count 100 points. Each student will have to work 6 hours with a Criminal Investigations Unit at a local police department. Each student will write a 2 page paper about their community service work. This will count 50 points. Each student can earn 450 points and their grade will be scored as follows:**

**Grade Distribution**

| | |
|---|---|
| 405-450 | A |
| 360-404 | B |
| 315-359 | C |
| 270-314 | D |
| 0-269 | F |

*A minimum grade of 70 is required for occupational courses.

## COURSE SCHEDULE

This outline is only a rough schedule. **It may change slightly** at the discretion of the instructor.

| Date | Topic | Chs. |
|---|---|---|
| **08/28/13** | **Introduction to the course**<br>**History of Criminal Investigations** | **1** |
| **09/04/13** | **Field Notes, Documenting & Reporting**<br>**(Need Paper Topic)** | **2** |
| **09/11/13** | **Processing the Crime Scene** | **3** |
| **09/18/13** | **Identification of Criminal Suspects** | **4** |
| **09/25/13** | **Search & Seizure** | **5** |
| **10/02/13** | **Test #1** | |
| **10/09/13** | **Making an Arrest** | **5** |
| **10/16/13** | **Interviews & Interrogations**<br>**(Comm. Service Paper Due)** | **6** |
| **10/23/13** | **Wrongful Death**<br>**(Guest Speaker-Dr. Kerrian Marden, Ph.D)** | **9** |
| **10/30/13** | **Sexual Assault** | **11** |
| **11/06/13** | **Test #2** | |
| **11/13/13** | **Child Abuse & Neglect**<br>**(Final Paper Due)** | **13** |
| **11/20/13** | **Arson Investigations**<br>**(Guest Speaker)** | **15** |
| **11/27/13** | **Thanksgiving Break (No Class)** | |
| **12/04/13** | **White Collar Crime** | **17** |
| **12/11/13** | **Final Test** | |

## Course Update Request (Add, Delete, Modify)

**Originator**

| Criminology Department | College of Social Sciences | Johnson, Mike |
|---|---|---|
| Department | College | Originator |

**Action**

(•) Add ( ) Modify ( ) Delete

**Modifications**

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [x] See Comments Senate Action Item (See Procedure)

**Course Details**

| CRIM | 4001 | Survey Research Methods |
|---|---|---|
| Prefix | Number | Course Title |

This course will introduce one of the most common research methods used in the field of criminology: the survey. Topics covered will include sampling, modes of conducting surveys, question wording, and dealing with non-response. In the later part of the semester, students will gain practical knowledge of the topic by conducting live telephone interviews.

Course Catalog Description

| 3 | | 3 | Fall - 2015 | Yearly | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

CRIM 1100

**Corequisites**

**Rationale**

The Department of Criminology is in a unique position to offer a course on survey research because it houses the UWG Survey Research Center. This allows students to not only learn the academic side of survey research but also to gain practical hands-on experience in the field. Thus, CRIM 4001 would directly support the UWG Strategic Plan, specifically Strategic Imperative #1, Goal D, Objective 2, and Strategic Imperative #2, Goal A, Objective 3. This course has been taught as CRIM 4280 (Special Topics) seven times.

**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**

Please see attached past syllabus.

Note: This course will cross-list with proposed CRIM 5001

**College Approvals**

David Jenks [APPROVED 2015-02-23]
Chair, Course Department

Amber Smallwood [APPROVED 2015-02-27]
Coordinator, COSS Executive Committee

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Julia Farmer [APPROVED 2015-03-09]
Chair, Undergraduate Academic Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

CRIM 4280-03 – Survey Research Methods
Fall 2013

R 5:30 - 8:00 pm — Pafford 211
Professor: Elizabeth Stupi — Email: estupi@westga.edu
Office: Pafford 236 — Phone: (678) 839-6339
Office Hours: MW 11:30 am - 1:30 pm and 3:30 - 4:30 pm; R 1:00 - 5:00 pm; and by appointment

Course Description
This course will introduce you to one of the most common research methods used in the field of criminology: the survey. Topics covered will include sampling, modes of conducting surveys, question wording, and dealing with non-response. In the later part of the semester, you will gain practical knowledge of the topic when you conduct live telephone interviews.

Required Textbook
Fowler, Floyd J. (2009). *Survey Research Methods.* (4nd edition). Washington, DC: Sage.

Course Requirements
- Assigned readings are listed on the course calendar, and it is highly recommended that you complete the reading before class.
- Attendance is important for this class, but is not required *except on interviewing days*. If you miss a class, you are responsible for getting the notes from a classmate. I will answer specific questions relating to lecture, but will not provide my class notes. On interviewing days, attendance is required.
- While in class, you are expected to participate in the lecture by taking notes, asking questions, and following along on the computer when necessary. Computer use during other periods and the use of the computer to access programs unnecessary for the course are not allowed.
- No cell phones are allowed in the Survey Research Center. When you enter the room, you must turn your phone completely off (not just on silent or vibrate) and place it in the basket at the front of the room.

*Exams – 100 points*
There will be two required exams over the course of the semester. Each exam will be worth 50 points toward the total grade. Make-up exams will be given only under extreme circumstances (ex: a medical emergency, death in the family). In order to take a make-up exam, you must notify me before the exam and provide documentation explaining the absence. If a make-up is not taken, you will receive zero points for the exam.

*Interviewing Attendance (15 points) and Response Paper (10 points) – 25 total points*
Students will be expected to attend class on the days in which phone interviewing is being conducted. Failure to attend will only be excused in extreme circumstances. Students who miss their scheduled interviewing days will receive zero points for their interviewing. Additionally, students will be required to write a one page response paper about their interviewing experience. Specific, detailed instructions and requirements for the paper will be given in class. The response paper must be submitted at the beginning of class on the day due. Late assignments will not be accepted.

*Final Paper – 50 points*
Students will write a research proposal as their final paper in this class. The paper will be 8-10 pages in length and include a review of relevant literature, a proposed research project (including a questionnaire), and an appropriately formatted reference page. In order to encourage students to work on their papers early and often, there are interim deadlines for the paper topic and questionnaire draft. Students will also be required to set up a paper conference outside of class to discuss the paper's progress. Specific, detailed instructions and requirements for the paper will be covered in class.

Grading
157-175 A 140-156 B 122-139 C 105-121 D 0-104 F

UWG Policies
Be sure to you are familiar with all of the policies listed at: http://tinyurl.com/UWGSyllabusPolicies

Learning Outcomes
By the end of the course, you will possess:

- Knowledge of the basic research methods and statistics in the social sciences
- Ability to ask relevant questions and engage in research to explore special issues in criminology/criminal justice and their effects on the larger society
- Ability to engage in critical thinking/analysis
- Demonstration of strong oral and written communication skills
- Ability to utilize appropriate technology in the study of criminology/criminal justice issues
- Ability to engage in ethical behavior in a professional work setting

**Course Calendar***

| Date | Topic | Reading |
|---|---|---|
| 8/29 | Introduction | |
| 9/05 | Sampling | Ch. 3 |
| 9/12 | Types of Data Collection | |
| 9/19 | Introduction to Survey Research | Ch. 1, 5 |
| 9/26 | Question Wording and Questionnaire Design | Ch. 6-7 |
| 10/03 | **Exam #1 (Chapters 1, 3, 5-7)**<br>**Final Paper Topic due** | |
| 10/10 | Maximizing Response | Ch. 4 |
| 10/17 | CATI and Interviewer Training | Ch. 8 |
| 10/24 | Interviewing | |

10/31 Class Discussion of Interviews
**Interviewing Response Paper due**

11/07 Interviewing
**Questionnaire Draft due**

11/14 Interviewing

11/21 Library Research
**Paper Conferences M-W by appointment**

11/28 *Thanksgiving Break - No Class*

12/05 Ethics Ch. 11

12/12 **Exam #2 (Chapters 4, 8, 11) 5:00-7:30 pm**
**Final Paper due**

* This course calendar is tentative and subject to change at the discretion of the instructor. Any changes will be announced in class.

## Program View Request (Read-Only)

**Originator**

College of Social Sciences (College) | Anthropology Department (Department) | Gezon, Lisa (Originator)

**Action**

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

**Modifications**

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

**Program Selection**

College: College of Social Sciences
Program: Bachelor of Science with a Major in Anthropology
Program Name: Bachelor of Science with a Major in Anthropology
Program Location: On Campus
Degree Level: Undergraduate
Degree Name: Bachelor of Science
Effective Semester/Year: Fall 2015

**Modification Details**

This is a request to modify the requirements for a B.S. in Anthropology. The change is to request a change in the number of Anthropology Upper Division Elective credit hours from 9 to 12. The overall requirement of hours for a B.S. in Anthropology will be 32 instead of 29. See attached for the existing major requirements.

(Max 4000 characters)

**Rationale**

After review of our program, we have determined that requiring three additional hours of coursework in the discipline will better enable us to meet our program's learning outcomes. This change is also in sync with our move to strengthen the biological anthropology focus of the program. This move is also in line with the requirements of other BS degrees in the College of Social Sciences.

(Max 4000 characters)

**Planning Info**

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 73

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Lisa Gezon [APPROVED 2015-02-20]
Chair, Course Department

Amber Smallwood [APPROVED 2015-02-27]
Coordinator, COSS Executive Committee

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-03-09]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

# ANTHROPOLOGY BS MAJOR
## 2015-16

Anthropology 1-B – 678-839-6455
http://www.anthropology.westga.edu

**Learning Outcomes**

Students completing the B.S. degree with a major in Anthropology should be able:

- apply critical thinking skills through the use of anthropological methods,
- demonstrate a broad base of anthropological knowledge,
- recognize the diversity of cultural practices through time and space,
- demonstrate oral and written communication skills, and
- apply anthropological knowledge through research in Anthropology.

**B.S. DEGREE WITH A MAJOR IN ANTHROPOLOGY**

| | Hours | |
|---|---|---|
| Core Areas A through E (see pages 122-28 of Undergraduate Catalog) | | 42 |
| Core Area F, Major Specific Courses | | 18 |
| ANTH 1102 (*Introduction to Anthropology*) | 3 | |
| Choose two: ANTH 2001; ANTH 2002; ANTH 2003 | 6 | |
| Remaining Hours selected from: | 9 | |
| 1000 or 2000-level courses from Anthropology, Biology, Computer Science, Economics, Foreign Language, Geography, Geology, History, Sociology, Political Science, Mathematics, Philosophy, Psychology, Statistics (no more than three of these hours may be ANTH) | | |
| Requirements for the Major | | |
| Major Courses Required | | ~~32~~29 |
| Anthropological Thought (ANTH 4100) | 3 | |
| Archaeology | | |
| Choose 1: (ANTH 4120; ANTH 4181, ANTH 4201; ANTH 4202; ANTH 4203; ANTH 4204, 4205) | 3 | |
| Linguistics (ANTH 4173-*Language and Culture*) | 3 | |
| Physical Anthropology (ANTH 3110; ANTH 4125 ANTH 4150; ANTH 4165) | 3 | |
| Cultural Anthropology | | |
| Choose 1: (ANTH 3170; ANTH 3186; ANTH 4130; ANTH 4132; ANTH 4134; ANTH 4144; ANTH 4155; ANTH 4170) | | 3 |
| Methods Course | | |
| Choose 1: (ANTH 3188; ANTH 4102; ANTH 3250) | 4 | |
| Anthropology Capstone (ANTH 4184) | 1 | |
| Anthropology Upper Division Electives Numbered 3000 or higher | ~~9~~12 | |
| Minor or Electives (12 of these hours must be at or above the 3000 level) | | ~~3~~128 |
| **TOTAL** | **120** | |

**REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY**

Students with majors in other disciplines may complete a Minor in Anthropology. Anthropology Minor requires 18 hours of Anthropology courses distributed among the following: ANTH 1102; either ANTH 2001 or 2002 or 2003 ; and 12 hours at the 3000-4000 level.

No more than 4 individualized study hours (Anth 4186-Internship, Anth 4881-Independent Study, Anth 4900-Directed Reading) count toward the B.S. in Anthropology.

# Addendum III

## Program View Request (Read-Only)

**Originator**

School of Nursing — College
Nursing — Department
Duke, Karen — Originator

**Action**

Add ◉ Modify ○ Deactivate ○ Terminate ○ Reactivate

**Modifications**

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details — Senate Action Item (See Procedure)

**Program Selection**

School of Nursing — College
Master of Science in Nursing — Program
Master of Science in Nursing — Program Name
On Line — Program Location
Graduate — Degree Level
Master of Science — Degree Name
Fall 2015 — Effective Semester/Year

**Modification Details**

Changes were made to the Full Time and Part Time MSN Plan of Study for Health System Leadership: Clinical Nurse Leader Degree, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization
1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Rationale**

Changes were made to the Full Time and Part Time MSN Plan of Study for Health System Leadership: Clinical Nurse Leader Degree, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization
1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Planning Info**

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 50

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Laurie Ware [APPROVED 2015-02-19]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

UNIVERSITY of West Georgia

# SCHOOL OF NURSING
# MASTER OF SCIENCE IN NURSING PROGRAM
# DEGREE PLAN
# HEALTH SYSTEMS LEADERSHIP
# CLINICAL NURSE LEADER

| ***Full Time*** **Four Semester Plan of Study (36 Hours)** | | | | | |
|---|---|---|---|---|---|
| Course Number | Course Name | Hours | Course Number | Course Name | Hours |
| ***Fall*** **Semester I (9 hours)** | | | ***Spring*** **Semester II (9 hours)** | | |
| N6101 | Theoretical Foundations of Nursing Practice | 3-0-3 | N6104 | Scholarly Inquiry and Data Analysis in Nursing | 3-0-3 |
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 | N6105 | Leadership for Quality, Safety and Health Policy | 3-0-3 |
| N6103 | Health Promotion and Advanced Health Assessment | 2-3-3 | N6106 | Pathophysiology and Pharmacology I | 3-0-3 |
| N6900 | Scholarly Writing | 1-0-1 | | | |
| ***Fall*** **Semester III (10 hours)** | | | ***Spring*** **Semester IV (8 hours)** | | |
| N6107 | Pathophysiology and Pharmacology II | 3-0-3 | N6108 | Epidemiology for Nursing Education and Practice | 3-0-3 |
| N6122 | Health Systems Leadership CNL Practicum I | 0-8-2 | N6123 | Health Systems Leadership CNL Practicum II | 0-20-4 |
| N6124 | Health Systems Leadership Role of the CNL | 3-0-3 | N6125 | Health Systems Leadership CNL Seminar | 1-0-1 |
| N6109 | Informatics, Technology and Healthcare Outcomes | 2-0-2 | | | |

*N6999 Thesis Option is Variable Credit (3-6)

| ***Part Time*** **Six Semester Plan of Study (36 Hours)** | | | | | |
|---|---|---|---|---|---|
| Course Number | Course Name | Hours | Course Number | Course Name | Hours |
| ***Fall*** **Semester I (6 Hours)** | | | ***Spring*** **Semester II (6 Hours)** | | |
| N6101 | Theoretical Foundations of Nursing Practice | 3-0-3 | N6104 | Scholarly Inquiry and Data Analysis in Nursing | 3-0-3 |
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 | N6106 | Pathophysiology and Pharmacology I | 3-0-3 |
| N6109 | Scholarly Writing | 1-0-1 | | | |
| ***Fall*** **Semester III (6 Hours)** | | | ***Spring*** **Semester IV (6 Hours)** | | |
| N6103 | Health Promotion and Advanced Health Assessment | 2-3-3 | N6108 | Epidemiology for Nursing Education and Practice | 3-0-3 |
| N6107 | Pathophysiology and Pharmacology II | 3-0-3 | N6105 | Leadership for Quality, Safety and Health Policy | 3-0-3 |
| ***Fall*** **Semester V ( 7 Hours)** | | | ***Spring*** **Semester VI ( 5 Hours)** | | |
| N6122 | Health Systems Leadership CNL Practicum I | 0-8-2 | N6123 | Health Systems Leadership CNL Practicum II | 0-20-4 |
| N6124 | Health Systems Leadership Role of the CNL | 3-0-3 | N6125 | Health Systems Leadership CNL Seminar | 1-0-1 |
| N6109 | Informatics, Technology and Healthcare Outcomes | 2-0-2 | | | |

*N6999 Thesis Option is Variable Credit (3-6)

A description of each of the above courses can be found in the UWG Graduate Catalog. rev.04.09.13 rev.02.12.15

## Program View Request (Read-Only)

**Originator**

School of Nursing (College) | Nursing (Department) | Duke, Karen (Originator)

**Action**

Add ◉ Modify ○ Deactivate ○ Terminate ○ Reactivate

**Modifications**

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

**Program Selection**

School of Nursing (College) | Master of Science in Nursing (Program)

Master of Science in Nursing (Program Name) | On Line (Program Location) | Graduate (Degree Level)

Master of Science (Degree Name) | Fall 2015 (Effective Semester/Year)

**Modification Details**

Changes were made to the Full Time and Part Time MSN Plan of Study for Nurse Educator Role, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Rationale**

Changes were made to the Full Time and Part Time MSN Plan of Study for Nurse Educator Role, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Planning Info**

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 50

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Laurie Ware [APPROVED 2015-02-13]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

UNIVERSITY of West Georgia

# SCHOOL OF NURSING
# MASTER OF SCIENCE IN NURSING PROGRAM
# DEGREE PLAN
# NURSE EDUCATOR ROLE

| ***Full Time* Four Semester Plan (36 Hours)** | | | | | |
|---|---|---|---|---|---|
| Course Number | Course Name | Hours | Course Number | Course Name | Hours |
| ***Fall* Semester I ( 9 Hours)** | | | ***Spring* Semester II ( 9 Hours)** | | |
| N6101 | Theoretical Foundations of Nursing Practice | 3-0-3 | N6104 | Scholarly Inquiry and Data Analysis in Nursing | 3-0-3 |
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 | N6105 | Leadership for Quality, Safety and Health Policy | 3-0-3 |
| N6103 | Health Promotion and Advanced Health Assessment | 2-3-3 | N6106 | Pathophysiology and Pharmacology I | 3-0-3 |
| N6900 | Scholarly Writing | 1-0-1 | | | |
| ***Fall* Semester III ( 10 Hours)** | | | ***Spring* Semester IV ( 8 Hours)** | | |
| N6107 | Pathophysiology and Pharmacology II | 3-0-3 | N6108 | Epidemiology for Nursing Education and Practice | 3-0-3 |
| N6110 | Curriculum Development in Nursing Education | 3-0-3 | N6112 | Nurse Educator Role Practicum II | 0-8-2 |
| N6111 | Nurse Educator Role Practicum I | 0-8-2 | N6113 | Evaluation and Testing in Nursing Education | 3-0-3 |
| N6109 | Informatics, Technology and Healthcare Outcomes | 2-0-2 | | | |

*N6999 Thesis Option is Variable Credit (3-6)

| ***Part Time* Six Semester Plan (36 Hours)** | | | | | |
|---|---|---|---|---|---|
| Course Number | Course Name | Hours | Course Number | Course Name | Hours |
| ***Fall* Semester I (6 Hours)** | | | ***Spring* Semester II (6 Hours)** | | |
| N6101 | Theoretical Foundations of Nursing Practice | 3-0-3 | N6104 | Scholarly Inquiry and Data Analysis in Nursing | 3-0-3 |
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 | N6106 | Pathophysiology and Pharmacology I | 3-0-3 |
| N6900 | Scholarly Writing | 1-0-1 | | | |
| ***Fall* Semester III (6 Hours)** | | | ***Spring* Semester IV (6 Hours)** | | |
| N6103 | Health Promotion and Advanced Health Assessment | 2-3-3 | N6108 | Epidemiology for Nursing Education and Practice | 3-0-3 |
| N6107 | Pathophysiology and Pharmacology II | 3-0-3 | N6105 | Leadership for Quality, Safety and Health Policy | 3-0-3 |
| ***Fall* Semester V (7 Hours)** | | | ***Spring* Semester VI (5 Hours)** | | |
| N6110 | Curriculum Development in Nursing Education | 3-0-3 | N6112 | Nurse Educator Role Practicum II | 0-8-2 |
| N6111 | Nurse Educator Role Practicum I | 0-8-2 | N6113 | Evaluation and Testing in Nursing Education | 3-0-3 |
| N6109 | Informatics, Technology and Healthcare Outcomes | 2-0-2 | | | |

*N6999 Thesis Option is Variable Credit (3-6)

A description of each of the above courses can be found in the UWG Graduate Catalog. Rev.04.19.13 Rev. 02.12.15

## Program View Request (Read-Only)

**Originator**

School of Nursing — College
Nursing — Department
Duke, Karen — Originator

**Action**

Add ● Modify ○ Deactivate ○ Terminate ○ Reactivate

**Modifications**

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details — Senate Action Item (See Procedure)

**Program Selection**

School of Nursing — College
Post-Master's in Nursing Education — Program
Post-Master — Program Name
On Line — Program Location
Graduate — Degree Level
Post-Master — Degree Name
Fall 2015 — Effective Semester/Year

**Modification Details**

Changes were made to the Post-Masters Certificate Plan of Study for Nursing Education, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.

- Course NURS 6102 will be reduced to two credits from three credits.

(Max 4000 characters)

**Rationale**

Changes were made to the Post-Masters Certificate Plan of Study for Nursing Education, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

- Course NURS 6102 will be reduced to two credits from three credits.

(Max 4000 characters)

**Planning Info**

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Laurie Ware [APPROVED 2015-02-19]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

UNIVERSITY of West Georgia

# SCHOOL OF NURSING
# MASTER OF SCIENCE IN NURSING PROGRAM
# DEGREE PLAN
# POST - MASTER'S CERTIFICATE
# HEALTH SYSTEMS LEADERSHIP
# CLINICAL NURSE LEADER ROLE

**Fall Semester I (7 hours)**

| Course Number | Course Name | Hours |
|---|---|---|
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 |
| N6122 | Health Systems Leadership CNL Practicum I | 0-8-2 |
| N6124 | Health Systems Leadership Role of the CNL | 3-0-3 |

**Spring Semester II (5 hours)**

| Course Number | Course Name | Hours |
|---|---|---|
| N6123 | Health Systems Leadership CNL Practicum II | 0-20-4 |
| N6125 | Health Systems Leadership CNL Seminar | 1-0-1 |

Rev. 04.19.13 Rev. 02.12.15

## Program View Request (Read-Only)

**Originator**

School of Nursing (College) | Nursing (Department) | Duke, Karen (Originator)

**Action**

Add ◉ Modify ○ Deactivate ○ Terminate ○ Reactivate

**Modifications**

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details — Senate Action Item (See Procedure)

**Program Selection**

School of Nursing (College) | Post-Master's in Health Systems Leadership (Program)

Post-Master (Program Name) | On Line (Program Location) | Graduate (Degree Level)

Post-Master (Degree Name) | Fall 2015 (Effective Semester/Year)

**Modification Details**

Changes were made to the Post-Masters Certificate Plan of Study for Health System Leadership, Clinical Nurse Leader, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.

- Course NURS 6102 will be reduced to two credits from three credits.

(Max 4000 characters)

**Rationale**

Changes were made to the Post-Masters Certificate Plan of Study for Health System Leadership Clinical Nurse Leader, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.

- Course NURS 6102 will be reduced to two credits from three credits.

(Max 4000 characters)

**Planning Info**

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Laurie Ware [APPROVED 2016-02-19]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2016-02-24]
Dean, School of Nursing

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2016-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

UNIVERSITY of West Georgia

# SCHOOL OF NURSING
# MASTER OF SCIENCE IN NURSING PROGRAM
# DEGREE PLAN
# POST - MASTER'S CERTIFICATE
# HEALTH SYSTEMS LEADERSHIP
# CLINICAL NURSE LEADER ROLE

## Fall Semester I (7 hours)

| Course Number | Course Name | Hours |
|---|---|---|
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 |
| N6122 | Health Systems Leadership CNL Practicum I | 0-8-2 |
| N6124 | Health Systems Leadership Role of the CNL | 3-0-3 |

## Spring Semester II (5 hours)

| Course Number | Course Name | Hours |
|---|---|---|
| N6123 | Health Systems Leadership CNL Practicum II | 0-20-4 |
| N6125 | Health Systems Leadership CNL Seminar | 1-0-1 |

Rev. 04.19.13 Rev. 02.12.15

## Program View Request (Read-Only)

**Originator**

School of Nursing (College) | Nursing (Department) | Duke, Karen (Originator)

**Action**

Add ○ Modify ○ Deactivate ○ Terminate ○ Reactivate

**Modifications**

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

**Program Selection**

School of Nursing (College) | Post-Master's in Health Systems Leadership (Program)

Post-Master (Program Name) | On Line (Program Location) | Graduate (Degree Level)

Post-Master (Degree Name) | Fall 2015 (Effective Semester/Year)

**Modification Details**

Changes were made to the Post-Masters Certificate Plan of Study for Health System Leadership, Leader/Manager Role, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.

- Course NURS 6102 will be reduced to two credits from three credits.

(Max 4000 characters)

**Rationale**

Changes were made to the Post-Masters Certificate Plan of Study for Health System Leadership, Leader/Manager Role, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization.

- Course NURS 6102 will be reduced to two credits from three credits.

(Max 4000 characters)

**Planning Info**

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Laurie Ware [APPROVED 2015-02-19]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

UNIVERSITY of West Georgia

# SCHOOL OF NURSING
# SAMPLE DEGREE PLAN
# POST - MASTER'S CERTIFICATE
# HEALTH SYSTEMS LEADERSHIP
# LEADER/MANAGER ROLE

## Fall Semester I (7 hours)

| Course Number | Course Name | Hours |
|---|---|---|
| N6117 | Health Systems Leadership Role of the Leader/Manager I | 3-0-3 |
| N6119 | Health Systems Leadership Leader/Manager Practicum I | 0-8-2 |
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 |

## Spring Semester II (8 hours)

| Course Number | Course Name | Hours |
|---|---|---|
| N6118 | Health Systems Leadership Role of the Leader/Manager II | 3-0-3 |
| N6120 | Health Systems Leadership Leader/Manager Practicum II | 0-8-2 |
| N6115 | The Business of Healthcare: Financial and Economic Evidence. | 3-0-3 |

Rev. 04.19.13 Rev 02.012.15

## Program View Request (Read-Only)

**Originator**

School of Nursing (College) | Nursing (Department) | Duke, Karen (Originator)

**Action**

Add | (•) Modify | Deactivate | Terminate | Reactivate

**Modifications**

Program Name | Program Description | Degree Name | [x] See Modification Details | Senate Action Item | (See Procedure)

**Program Selection**

School of Nursing (College) | Master of Science in Nursing (Program)

Master of Science in Nursing (Program Name) | On Line (Program Location) | Graduate (Degree Level)

Master of Science (Degree Name) | Fall 2015 (Effective Semester/Year)

**Modification Details**

Changes were made to the RN-MSN Plan of Study for Nursing Educator Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Rationale**

Changes were made to the RN-MSN Plan of Study for Nursing Educator Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Planning Info**

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Laurie Ware [APPROVED 2015-02-19]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

UNIVERSITY of West Georgia

**UNIVERSITY OF WEST GEORGIA**
**SCHOOL OF NURSING**
**Degree Plan**
**RN-MSN Nurse Educator Track**

| Six Semester Plan (50 Hours) | | | | | |
|---|---|---|---|---|---|
| Course Number | Course Name | Hours | Course Number | Course Name | Hours |
| **Fall Semester I (9 hours)** | | | **Spring Semester II ( 8 hours)** | | |
| N4525 | Professional Practice and Issues | 3-0-3 | N4527 | Leadership in Healthcare Communities | 4-8-8 |
| N4523 | Nursing Research and EBP for RNs | 3-0-3 | | | |
| N6103 | Health Promotion and Advanced Physical Assessment | 3-3-3 | | | |
| **Fall Semester III ( 6 hours)** | | | **Spring Semester IV ( 9 hours)** | | |
| N6101 | Theoretical Foundations of Nursing Practice | 3-0-3 | N6104 | Scholarly Inquiry and Data Analysis in Nursing | 3-0-3 |
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 | N6105 | Leadership for Quality, Safety and Health Policy | 3-0-3 |
| N6900 | Scholarly Writing | 1-0-1 | N6106 | Pathophysiology and Pharmacology I | 3-0-3 |
| **Fall Semester V (10 hours)** | | | **Spring Semester VI (8 hours)** | | |
| N6107 | Pathophysiology and Pharmacology II | 3-0-3 | N6108 | Epidemiology for Nursing Education and Practice | 3-0-3 |
| N6110 | Curriculum Development in Nursing Education | 3-0-3 | N6112 | Nurse Educator Role Practicum II | 0-8-2 |
| N6111 | Nurse Educator Role Practicum I | 0-8-2 | N6113 | Evaluation and Testing in Nursing Education | 3-0-3 |
| N6109 | Informatics, Technology and Healthcare Outcomes | 2-0-2 | | | |
| | | | | | |

Revised 05.14.13 Revised 02.12.15

## Program View Request (Read-Only)

**Originator**

School of Nursing (College) | Nursing (Department) | Duke, Karen (Originator)

**Action**

Add | Modify | Deactivate | Terminate | Reactivate

**Modifications**

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

**Program Selection**

School of Nursing (College) | Master of Science in Nursing (Program)

Master of Science in Nursing (Program Name) | On Line (Program Location) | Graduate (Degree Level)

Master of Science (Degree Name) | Fall 2015 (Effective Semester/Year)

**Modification Details**

Changes were made to the RN-MSN Plan of Study for Health System Leadership, Leader/Manager Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Rationale**

Changes were made to the RN-MSN Plan of Study for Health System Leadership, Leader/Manager Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Planning Info**

- (●) Library Resources are Adequate
- ( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Laurie Ware [APPROVED 2015-02-19]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

UNIVERSITY of West Georgia

**University of West Georgia**
**School of Nursing**
**Degree Plan**
**RN-MSN Nurse Health Systems Leadership Track - Leader/Manager Option**

| Six Semester Plan (53 Hours) | | | | | |
|---|---|---|---|---|---|
| Course Number | Course Name | Hours | Course Number | Course Name | Hours |
| **Fall Semester I (9 hours)** | | | **Spring Semester II ( 8 hours)** | | |
| N4525 | Professional Practice and Issues | 3-0-3 | N4527 | Leadership in Healthcare Communities | 4-8-8 |
| N4523 | Nursing Research and EBP for RNs | 3-0-3 | | | |
| N6103 | Health Promotion and Advanced Physical Assessment | 2-3-3 | | | |
| **Fall Semester III ( 9 hours)** | | | **Spring Semester IV (9 hours)** | | |
| N6101 | Theoretical Foundations of Nursing Practice | 3-0-3 | N6104 | Scholarly Inquiry and Data Analysis in Nursing | 3-0-3 |
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 | N6105 | Leadership for Quality, Safety and Health Policy | 3-0-3 |
| N6114 | Introductions to Health Systems Leadership | 3-0-3 | N6115 | The Business of Health Care: Financial and Economic Evidence | 3-0-3 |
| N6900 | Scholarly Writing | 1-0-1 | | | |
| **Fall Semester V (10 hours)** | | | **Spring Semester VI (8 hours)** | | |
| N6116 | Leading Human Resources | 3-0-3 | N6108 | Epidemiology for Nursing Education and Practice | 3-0-3 |
| N6117 | Health Systems Leadership Role of the Leader/Manager I | 3-0-3 | N6118 | Health Systems Leadership Role of the Leader/Manager II | 3-0-3 |
| N6119 | Health Systems Leadership Leader /Manager Practicum I | 0-8-2 | N6120 | Health Systems Leadership Leader/ Manager Practicum II | 0-8-2 |
| N6109 | Informatics, Technology and Healthcare Outcomes | 2-0-2 | | | |

Revised 05.14.13 Revised 02.12.15

## Program View Request (Read-Only)

**Originator**

School of Nursing (College) | Nursing (Department) | Duke, Karen (Originator)

**Action**

Add | Modify | Deactivate | Terminate | Reactivate

**Modifications**

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

**Program Selection**

School of Nursing (College) | Master of Science in Nursing (Program)

Master of Science in Nursing (Program Name) | On Line (Program Location) | Graduate (Degree Level)

Master of Science (Degree Name) | Fall 2015 (Effective Semester/Year)

**Modification Details**

Changes were made to the RN-MSN Plan of Study for Health System Leadership, Clinical Nurse Leader Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Rationale**

Changes were made to the RN-MSN Plan of Study for Health System Leadership, Clinical Nurse Leader Track, course descriptions, and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization

1. A new course NURS 6900 will be added for Students who enter the MSN program are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation with excellent feedback from both students and faculty
2. Course NURS 6102 will be reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory course.
3. Course NURS 6109 is moved to a fall semester, because the work load in the Spring semester is heavier due to higher number of practicum hours in practicum courses and completion of capstone project. This will changed the semester credit hours for the effected semester course change.

(Max 4000 characters)

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Laurie Ware [APPROVED 2015-02-19]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

UNIVERSITY of West Georgia

**University of West Georgia**
**School of Nursing**
**Degree Plan**
**RN-MSN Nurse Health Systems Leadership Track - Clinical Nurse Leader Option**

| Six Semester Plan (50 Hours) | | | | | |
|---|---|---|---|---|---|
| Course Number | Course Name | Hours | Course Number | Course Name | Hours |
| **Fall Semester I (9 hours)** | | | **Spring Semester II (8 hours)** | | |
| N6103 | Health Promotion and Advanced Physical Assessment | 2-3-3 | N4527 | Leadership in Healthcare Communities | 4-4-8 |
| N4523 | Nursing Research and EBP for RNs | 3-0-3 | | | |
| N4525 | Professional Practice and Issues | 3-0-3 | | | |
| **Fall Semester III (6 hours)** | | | **Spring Semester IV ( 9 hours)** | | |
| N6101 | Theoretical Foundations of Nursing Practice | 3-0-3 | N6104 | Scholarly Inquiry and Data Analysis in Nursing | 3-0-3 |
| N6102 | Role of the Caring Healthcare Professional | 2-0-2 | N6105 | Leadership for Quality, Safety and Health Policy | 3-0-3 |
| N6900 | Scholarly Writing | 1-0-1 | N6106 | Pathophysiology and Pharmacology I | 3-0-3 |
| **Fall Semester V (10 hours)** | | | **Spring Semester VI (8 hours)** | | |
| N6107 | Pathophysiology and Pharmacology II | 3-0-3 | N6108 | Epidemiology for Nursing Education and Practice | 3-0-3 |
| N6122 | Health Systems Leadership CNL Practicum I | 0-8-2 | N6123 | Health Systems Leadership CNL Practicum II | 0-20-4 |
| N6124 | Health Systems Leadership Role of the CNL | 3-0-3 | N6125 | Health Systems Leadership CNL Seminar | 1-0-1 |
| N6109 | Informatics, Technology and Healthcare Outcomes | 2-0-2 | | | |
| | | | | | |

Revised 05.14.13 Revised 02.12.15

## Course Update Request (Add, Delete, Modify)

**Originator**

| Nursing | School of Nursing | Duke, Karen |
|---|---|---|
| Department | College | Originator |

**Action**

Add | (•) Modify | Delete

**Modifications**

Prerequisites | Description | Title | ☑ Credit | ☑ See Comments | Senate Action Item | (See Procedure)

**Course Details**

| NURS | 6102 | Role of Caring Hlthcare Prof |
|---|---|---|
| Prefix | Number | Course Title |

A course that explores the roles of the healthcare professional, theoretical models, and research related to caring science.

Course Catalog Description

| 2.0 | | 2 | Fall - 2015 | Yearly | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

Admission to the MSN program.

**Corequisites**

**Rationale**

Changes were made to course description and course outcomes for better alignment to the CCNE Essentials for MSN education which is The THS SON accreditation organization. Course NURS 6102 was reduced to two credits from three credits as the content on theories of caring in nursing were moved to Nursing 6101 which is the Nursing Theory 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: 50

**Comments**

Credits will change to 2-0-2.

**College Approvals**

Laurie Ware [APPROVED 2015-02-24]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

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

**NURS 6102: Role of Caring Healthcare Professional**

**Credit Hours 2-0-2 (this is a change from 3 credits)**
**Prerequisites:** Admission to the MSN program
**Co requisites:** None

**Course Description:** This is a course that explores the roles of the healthcare professional, theoretical models, and research related to caring science.

**Learning Outcomes:**
1. Explore the role of the healthcare professional in practice, education, and leadership.
2. Differentiate caring theoretical models as the essence of practice, education and leadership.
3. Examine the concept of caring as it relates to providing holistic care in a culturally diverse, inter-professional environment.
4. Explore leadership and systems theories as a framework for practice as a leader or educator

**Sample Textbooks:**
Duffy, J. R. (2009). *Quality caring in nursing: Applying theory to clinical practice, education, and leadership.* New York, NY: Springer.

**Topics for class sessions:**
1. Implement a self-care plan through reflective practices and by considering therapeutic modalities.
2. Caring as the essence of quality healthcare practice.
3. Theoretical and evidence based frameworks for caring.
4. Quality caring, inter-professional and cultural competence.
5. Ethical decision making and caring.
6. The relationship between self-care and quality caring in the context of the role of the health care professional in education, practice and the healthcare environment.
7. Explore and differentiate the roles in practice, education and leadership.

**Grading Scale:**
A = 90-100
B = 80-89
C = 75-79
F = < 75

Approved by THS SON Graduate Program Committee: 2/12/15

## Course Update Request (Add, Delete, Modify)

**Originator**

| Nursing | School of Nursing | Duke, Karen |
|---|---|---|
| Department | College | Originator |

**Action**

Add | Modify | Delete

**Modifications**

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

**Course Details**

| NURS | 6900 | Scholarly Writing |
|---|---|---|
| Prefix | Number | Course Title |

This course will address the basic mechanics of scholarly writing, peer review, self-editing, and APA format.

Course Catalog Description

| 1 | | 1 | Fall - 2015 | Yearly | S/U/I |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

**Corequisites**

**Rationale**

The N6900 course was added to both the MSN graduate Plans of Study's and the EdD doctoral Plan of Study for the Tanner Health System School of Nursing programs to offer a focus on scholarly writing. NURS 6900 will be added for Students who enter the MSN and EdD program who are poorly prepared for scholarly writing. The courses are offered 100% on line so the students cannot access the resources of the UWG writing center. The content was offered in Fall 2014 as part of the MSN online orientation, with excellent feedback from both students and faculty.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 50

**Comments**

The N6900 course was added to both the RSN graduate Plans of Study B and the EdD doctoral Plan of Study for the Tanner Health System School of Nursing programs to offer a focus on scholarly writing.

**College Approvals**

Laurie Ware [APPROVED 2015-02-24]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-02-24]
Dean, School of Nursing

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

**University of West Georgia**
**Tanner Health System School of Nursing**
**Fall**

**NURS 6900: Scholarly Writing**
**Credit: 1-0-1**
**Prerequisites:** Admission to the MSN or EdD program
**Co requisites:** None

**Course Description**: This course will address the basic mechanics of scholarly writing, peer review, self-editing, and APA format.

**Learning Outcomes:**
1. Demonstrate knowledge of basic writing skills including basic structure and rules of English language.

**Sample textbooks:**
American Psychological Association. (year??). *Concise rules of APA style* (6th ed.). Washington,
DC: Author.

The following Web site will be useful for this course:
Owl purdue etc

**Course Content will address:**
1. Common grammatical errors, parts of speech, parts of a sentence
2. Basics of writing
    1. Introductory paragraph
    2. Thesis statement
    3. Paragraph Structure and transition
    4. Writing a conclusion
3. Critique and peer review
4. Plagiarism

**Learning Activities:**
Assigned readings and online activities
Critique of articles
Written annotated bibliographies

**Grading System:** Satisfactory/Unsatisfactory

**Academic Honesty:** The academic dishonesty policy of this course is the same as that of the University of West Georgia and is found in *The Uncatalog*. Evidence of student cheating, fabrication, or plagiarism (including copying of reference materials directly into class projects or papers without proper citations) will result in failure in this course

**Approved by SON Graduate Program Committee:** 2/12/15

## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Nixon, Andy |
|---|---|---|
| Department | College | Originator |

**Action**

(•) Add ( ) Modify ( ) Delete

**Modifications**

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments Senate Action Item (See Procedure)

**Course Details**

| EDLE | 8306 | Residency Course: Instructional Leadership for Improving |
|---|---|---|
| Prefix | Number | Course Title |

This course provides educational leaders the opportunity to explore and use data-informed decision making to drive and sustain organizational and academic improvements in a school setting. Students will examine leadership and pedagogical strategies that promote a collegial environment focused on continuous improvement. Learning will be drawn from leadership theory and research on best practices, ethical principles, and professional norms in curriculum development, classroom instruction, student learning assessment, professional learning, and other areas that support the needs of all student populations in a learning-focused school environment. Students will demonstrate proficiency by completing performance-based tasks.

Course Catalog Description

| 3 | | 3 | Summer - 2015 | Every Term | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

**Corequisites**

**Rationale**

This course replaces EDLE 8313. It has been revised to create this new EDLE 8306. The current (2014-2015 AY) UWG Ed. S. degree and certification program does not adequately and systematically address all of the Educational Leadership Standards. Based on our curricular mapping, we believe that by dividing the three current 6 credit residency courses (EDLE 8301, 8302, & 8303) into six three-credit courses is the best way to ensure we address all standards deeply. The current six credit residency course requires students to both learn multiple standards and to practice them in a lab setting. The result is that some standards are not taught or are taught only superficially. Currently, new Educational Leadership Standards are being developed. The outcome will result in additional standards, which magnifies the need to make the proposed changes. The proposed new courses and revisions are based on the new standards. Another advantage of the change of splitting the 6 credit course into two 3 credit courses is that more UWG students will be able to take EDLE courses. Currently, only EDLE students interested in Georgia certification can take these courses. This should improve credit hour production. This proposed new course (EDLE 8306), takes content and field experiences from the current Residency Courses (EDLE 8301, 8302, & 8303) and better defines what is taught when.

**Planning Info**

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 59

**Comments**

College Approvals

Frank Butts [APPROVED 2014-12-05]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-02-02]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

**Residency Course: Instructional Leadership for Improving Schools**

**EDLE 8306**

**Semester Hours** 3

**Semester/Year**

**Time/Location**
**Instructor**

**Office Location**

**Office Hours**

**Online Hours**

**Telephone** Direct Line:
Department Line:

**Email**

**Online Support** Course Den Home Page
https://westga.view.usg.edu/

Course Den Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

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

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

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

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

**COURSE DESCRIPTION**

This course provides educational leaders the opportunity to explore and use data-informed decision making to drive and sustain organizational and academic improvements in a school setting. Students will examine leadership and pedagogical strategies that promote a collegial environment focused on continuous improvement. Learning will be drawn from leadership theory and research on best practices, ethical principles, and professional norms in curriculum development, classroom instruction, student learning assessment, professional learning, and other areas that support the needs of all student populations in a learning-focused school environment. Students will demonstrate proficiency by completing performance-based tasks.

## CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National (ISLLC) and Georgia PSC Leadership Standards also are incorporated as criteria against which candidates are measured.

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

| Activity | Instructional Equivalent |
|---|---|
| Discussion posts | 900 minutes |
| Audios/video/live instruction | 450 minutes |
| Online assignments | 900 minutes |

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

## COURSE OBJECTIVES

Students will:

1. Analyze multiple sources of school and system data using processes or protocols designed to facilitate identification of areas within the curriculum in need of increased rigor and/or greater alignment with

state performance standards. This course provides educational leaders the opportunity to explore and use data-informed decision making to drive and sustain organizational and academic improvements in a school setting. (Bernhardt, 2013; Goldring & Berends, 2009); (EDLE FE2; ELCC Standards 1, 3, 4, 6, 10, 11).

2. Demonstrate an understanding and proper use of instructional and supervisory approaches that relate directly to the improvement of teaching and learning, including alignment of curriculum with performance standards , fidelity of classroom implementation, and the continuous improvement process. (Calabrese, 2002); (EDLE FE4; ELCC Standards 1, 2, 3, 4, 10, 11 )

3. Examine leadership and pedagogical strategies that promote a collegial environment focused on continuous improvement, including frameworks that schools and districts can use to assure teachers and leaders are engaged in high quality professional learning that will result in improvement of instruction and student learning outcomes. (Collinson & Cook, 2007; Fullan, 2005); (EDLE FE6; ELCC Standards 2, 3, 11 )

4. Identify effective team building and team work strategies and protocols drawn from leadership theory and research that will be used to encourage collaborative work in the learning community, including engagement of teachers in discussions about teaching and learning, collaborative lesson planning, and assessment of student work. (Calabrese, 2002; Deal & Peterson, 2003); (EDLE FE7; ELCC Standards 2, 3, )

5. Demonstrate an understanding of the role of school leaders in identifying and supporting the educational and socio-emotional needs of all special student populations within a school and/or school system, including students with disabilities, homeless students, limited or non-English proficient students, and other students who may be culturally or socially marginalized in the school environment. (Calabrese, 2002); (EDLE FE13; ELCC Standards 2, 10)

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

**Required Text(s):**

Bernhardt, V.L. (2013). *Data Analysis for Continuous School Improvement* (3rd edition). Larchmont, NY: Eye on Education

Calabrese, R.L. (2002). *The leadership assignment: Creating change.* Boston: Allyn and Bacon

**Required Instructional Resource:**

**Tk20 Subscription**
**These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.**
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.**
**For assistance, email tk20@westga.edu.**

**References**

Collinson, V., & Cook, T.F. (2007). *Organizational learning: Improving learning, teaching and leading in school systems.* Thousand Oaks, CA: Sage Publications, Inc.

Deal, T.E., & Peterson, K.D. (2003). *Shaping school culture: The heart of leadership.* San Francisco: Jossey Bass.

Evans, R. (2001). *The human side of school change: Reform, resistance, and the real-life problems of innovation.* San Francisco: Jossey- Bass.

Fullan, M. (2003).*The moral imperative of school leadership.* Thousand Oaks, CA: Corwin Press.

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action.* Thousand Oaks, CA: Corwin Press.

French, W.L., & Bell C.H. (1999). *Organization development: Behavioral science interventions for organization improvement.* Englewood Cliffs, NJ: Prentice Hall.

Goldring, E., & Berends, M. (2009). *Leading with data: Pathways to improve your school.* Thousand Oaks, CA: Corwin Press.

Kotter, J.P., & Cohen, D. S. (2002). *The heart of change: Real-life stories of how people change their organizations.* Boston: Harvard Business School Press.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Maslowski, R. (2006). A review of inventories for diagnosing school culture. *Journal of Educational Administration, (44)*1, 6-35.

Northouse, P. G. (2006). *Leadership: Theory and practice.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Schein, E.H. (2004). *Organizational culture and leadership, 3rd edition.* San Francisco: Jossey-Bass.

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B. Dutton, J., & Kleiner, A. (2000). *Schools that learn.* New York: Doubleday.

***ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING***

**Assignments:**

1. **Participation and Engagement – 200 points**
   Contribute to discussion during online class meetings, discussion posts, and other synchronous or asynchronous activities posted in content modules to meet course learning objectives.
2. **Theory to Practice Narratives – 300 points (2 @ 150 each)**
   Submit "Theory to Practice (T2P)" Reflections that focus on learning and application in the context of school leadership. Assigned readings and activities are available in CourseDen Modules.
3. **Comprehensive School Data Profile – 250 points**
   Develop a comprehensive school data profile for your school using data from national, state, district, and school level resources. Complete data profiles must include five years of student learning data, demographic data, perception data (examples: student, teacher, parent perception surveys, etc.), and process data (examples: student assemblies, ceremonies, parent/teacher events, etc.).
4. **Reflective Research Essay – 250 points**
   Submit a six-eight page reflective research essay that describes your values, beliefs, and understanding regarding the use of data in promoting continuous school improvement. Submissions should be written from the perspective of your role as an educational leader in promoting the academic success and general well-being of all students. Submissions should reflect your understanding of multiple data sets, their purpose, and pedagogical strategies for use of data in planning for continuous improvement in a

district or school. Submissions should address areas of school/district demographics, curriculum, classroom teaching, student learning, assessment, and stakeholder engagement, among others, as relevant to your completed Comprehensive School Data Profile. A review of literature from six to eight relevant books and scholarly articles is required.

**Evaluation Procedures and Due Dates**

| Assignment | Points | Assessment Tools | Due Date |
|---|---|---|---|
| 1. **Participation in Online Seminars** Assessed weekly | 200 | Attendance, Observations | Ongoing |
| 2. **T2P # 1** Submit via CourseDen | 150 | Rubric | TBD |
| 3. **T2P # 2** Submit via CourseDen | 150 | Rubric | TBD |
| 4. **Mid-Term Exam: Comprehensive School Data Profile** Submit via CourseDen & Tk20 | 250 | Rubric | TBD |
| 5. **Final Exam: Reflective Research Essay** Submit via CourseDen & TK20 | 150 | Rubric | TBD |
| Total Points | 1000 | | |

**GRADING POLICY:**
A = 1000-900 points B=899-800 points C=799-700 points F=below 700 points

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at Common Language for Course Syllabi. It contains important information related 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. In addition to the above information the following policies apply to this course.

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

Attendance: Students should plan to be present in the classroom regularly. It is suggested that you are in the classroom daily.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Late Work: Assignments submitted after the due date will be penalized twenty-five percent (25%). Failure to submit an assignment or presentation will result in a zero grade for the assignment.

Extra Credit: There is no opportunity for extra credit in this course. However, students may improve any assignment that received a score equivalent to a "B" or lower. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

Professional Conduct: Each student is expected to act in a professional manner. This is an essential quality for all individuals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- An actively engaged instructor
- Turning in assignments on time
- Treating classmates, colleagues, and the instructor with respect in and out of the class
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses.
- The learning community will review this list and adjust as needed.

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

UWG Cares: If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**CLASS OUTLINE**

This course relies heavily upon the Course Den tool. A detailed outline of the class is located there. Students should plan to check their Course Den email each day. Check the Course Den modules for specific activities, assignments, materials, scoring rubrics, etc. We will be using the Course Den Content Tab, Discussions Tab, Dropbox, Email, and Grade Tab.

**Class Schedule:**

***Online sessions will begin at 5:30 pm and end at or before 8 pm. Students must be logged in and ready to participate by 5:30 pm on the scheduled dates for live seminars. A webcam and earphones are required.***

| Module | Key Activities |
|---|---|
| **I. Preparing To Lead Change** | • **Online Session (TBD)**<br>• **T2P 1 – Transformational Leadership** |
| **II. Data-Informed Improvement** | • **Online Session (TBD)**<br>• **Data Sources for School Leaders**<br>• **Using Data for Strategic School Improvement Planning** |
| **III. Instructional Leadership** | • **ONLINE Session (TBD)**<br>• **Comprehensive Data Profile (Mid-Term Exam)** |

| | |
|---|---|
| **IV. Creating Conditions to Support Student Success** | • **Online Session (TBD)**<br>• **T2P 2 – Supporting and monitoring fidelity of implementation**<br>• **Cultivating a student-focused learning community** |

| | |
|---|---|
| **V. Using Data to Lead Continuous School Improvement** | • **Self-paced ONLINE Activities (TBD)**<br>• **Reflective Research Essay (Final Exam)** |

**EDLE 8313 Leadership for Improving Schools**

Semester/Year: Summer 2013 Professor: EDLE Faculty
Time/Location: Fully Online

**ONLINE SUPPORT:**

| | |
|---|---|
| CourseDen Login and Help Page: | http://webct.westga.edu |
| CourseDen Help &troubleshooting | http://www.westga.edu/~distance/webct1/help |
| Ingram Library Information: | http://www.westga.edu/~library/info/library.html |
| University Bookstore | http://www.bookstore.westga.edu/ |

**COURSE DESCRIPTION**
This fully online course provides educational leaders the opportunity to explore how to drive and sustain organizational and academic improvements in a school setting. Students will examine leadership and pedagogical changes that promote a collegial environment focused on continuous improvement while cultivating collaborative and learning focused school cultures. Learning will be drawn from theory and research, from students' personal experiences, and from case studies.

**CONCEPTUAL FRAMEWORK**
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (ELLC, PSC) also are incorporated as criteria against which candidates are measured.

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

**APPROACHES TO INSTRUCTION**
This fully online course will utilize both independent and synchronous online learning modules. Activities and assignments are structured in ways that provide appropriate opportunities for reflecting on connections between theory and practice related to selected elements of the ELCC Standards, Georgia Board of Regents Principles, and the College of Education Framework Descriptors. The course requires the online equivalent of equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.
As such, students are required to complete the following online activities during this course:

| Activity | Instructional Equivalent |
|---|---|
| Discussion posts | 120 minutes (Discussions and Peer Feedback) |
| Audio/video instruction | 2250 minutes (4 LIVE Online Seminars) |
| Online assignments | 440 minutes |

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

## COURSE OBJECTIVES

1. Analyze major theories of leadership and the processes of organizational change relate to improving academic outcomes in a public school environment. Such knowledge should result in an understanding of administrative behavior that promotes school improvement. (Donaldson, 2001; Fullan, 2007; Kotter, 1996; Kantor, 2003; Marzano, Waters, & McNulty 2005)
2. recognize and understand the different types of data, the purpose of each type, and the common vocabulary associated with various sources of data (Bernhardt, 2011; Depka, 2006; Johnson, 2002; Popham, 2006); (*Decision Makers; Leaders; Collaborative; Knowledgeable; Proactive; Reflective*; ELCC 1-3; GAPSC1, 2, 3)
3. demonstrate proficiency in the analysis of data from multiple sources to inform decisions related to comprehensive school improvement planning (Bernhardt, 2006; Bracey, 2000; Depka, 2006; Gronlund, 2006); (*Decision Makers; Leaders; Knowledgeable; Proactive;* Reflective; ELCC 1-3, GAPSC 1-5)
4. demonstrate readiness to use different types of tools and protocols to engage others in using data within a defined problem-solving cycle, (Bernhardt, 2011; Johnson, 2002; Schmoker, 2006); *Decision Makers; Leaders; Adaptive; Collaborative; Knowledgeable*; ELCC 3& 6; GAPSC 2 & 3
5. demonstrate capacity to develop an appropriate presentation for both internal and external audience based on analysis of multiple sources of data (Bernhardt, 2011; Depka, 2002; Schmoker, 2006).
6. Identify contemporary leadership and administrative practices that best support, motivate, and influence the improvement of instruction and enhancement of student achievement to high levels while identifying factors in the organization that support and/or impede successful implementation of change initiatives. (Kaplan & Norton, 1996; Senge et al.,1999; Schlechty, 2005; Tschannen-Moran, 2004)
7. Recognize and utilize appropriate leadership practices to build capacity for pervasive and consistent implementation of evidence-based instructional practices that address the needs of all learners and support high levels of achievement.

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES

**RequiredText(s):**

Bernhardt, V.L. (2013). Data Analysis for Continuous School Improvement. Larchmont, NY: Eye on Education

Calabrese, R.L.(2002). *The leadership assignment: Creating change*. Boston: Allyn and Bacon

**Required Instructional Resources:**

Tk20 Subscription
These are available at the University Bookstore or at
http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

**Course References**

Collinson, V., & Cook, T.F. (2007). Organizational learning: Improving learning, teaching and leading in school systems. Thousand Oaks, CA: Sage Publications, Inc.

Deal, T.E., & Peterson, K.D. (2003). Shaping school culture: The heart of leadership. San Francisco: Jossey Bass.

Evans, R. (2001). The human side of school change: Reform, resistance, and the real-life problems of innovation. San Francisco: Jossey- Bass.

Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin Press.

French, W.L., & Bell C.H. (1999). Organization development: Behavioral science interventions for organization improvement. Englewood Cliffs, NJ: Prentice Hall.

Kotter, J.P., & Cohen, D. S. (2002). The heart of change: Real-life stories of how people change their organizations. Boston: Harvard Business School Press.

Lok, P., & Crawford, J. (2004). The effect of organizational culture and leadership style on job satisfaction and organizational commitment. Journal of Management Development, (23) 4, 321-338.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Maslowski, R. (2006). A review of inventories for diagnosing school culture. Journal of Educational Administration, (44)1, 6-35.

Northouse, P. G. (2006). *Leadership; Theory and practice.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Schein, E.H. (2004). *Organizational culture and leadership, 3rd edition.* San Francisco: Jossey-Bass.

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B. Dutton, J., & Kleiner, A. (2000). Schools that learn. New York: Doubleday.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**1) Submission of Assignments:** Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%) unless arrangements for late submission are made prior to the original due date. Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

**2) Attendance:** Each student is expected to be on time to and attend all scheduled online seminars.

**4) Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*. An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

**5) Extra Credit:** There may be opportunities for extra credit in this course if special events or guest speakers are scheduled on days that are not listed as required class meeting dates. The professor will announce these opportunities along with the number of points available at least one week prior to such events. Additionally, students may improve any assignment that received a score equivalent to a "B" or lower by submitting revised work no later than one week after the feedback is sent to the student.

**6) System for Evaluating Assignments:** Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below). Total points will not be rounded up.

**7) Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

**8) Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

## Assignments, Evaluation Procedures, and Grading

**Assignments:**

1. **Participation and Engagement**
   **(Assessed weekly throughout the semester)**
   Contribute to online discussions by posting and responding to messages related to prompts; Timelines are identified for each required prompt on the Course Den discussion board box (150 of 1000 points).
2. **Theory to Practice Narratives**
   **(Submit via CourseDen Dropbox – Tuesdays)**
   Submit "Theory to Practice (T2P)" Reflections that focus on learning and application in the context school leadership. The schedule of assigned readings and activities will be distributed at the beginning of the semester; (600 of 1000 points).
3. **Comprehensive School Data Profile**
   **(Submit via CourseDen no later 7/16)**
   Develop a comprehensive school data profile for your school. The profile must include, at a minimum, FIVE years of student learning and demographic data. Available perception and process data should also be included. In the event that perception and/or process data are not available, placeholders and clearly defined action steps for collecting these data. *District candidates will develop a profile for the district or a specific department.*

**Evaluation Procedures and Due Dates**

| Assignment | Points | Assessment Tools | Due Date |
|---|---|---|---|
| 1. **Participation in Online Seminars** Assessed weekly | 150 | Attendance, Observations | |
| 2. **T2P # 1** *Preparing to Lead Change* Submit via CourseDen | 150 | T2P Rubric | |
| 3. **T2P # 2** *Instructional Leadership* Submit via CourseDen | 150 | T2P Rubric | |
| 4. **T2P # 3** *Organizational Culture* Submit via CourseDen | 150 | T2P Rubric | |
| 5. **T2P # 4** *Creating Conditions for Change* Submit via CourseDen | 150 | T2P Rubric | |
| 6. **Comprehensive School Data Profile** Submit via CourseDen | 250 | Rubric | |
| **Total Points** | **1000** | | |

**GRADING POLICY:**
A – 900 to 1000 points, B – 800-899 points, C – 700-799 points, F – Below 700 points

**Class Schedule:**

| Module | Key Activities |
|---|---|
| I. Preparing To Lead Change | The Leadership Assignment- Preparing to Lead Change<br>See Checklist in CourseDen<br><br>T2P 1 – How do leaders prepare to be a "Change Leader?" |
| II. Data Analysis | Comprehensive Data Profiles<br><br>Case Study and Review of Templates |
| III. Instructional Leadership | Leading for Learning: Quality Teaching<br>See Checklist in CourseDen<br><br>T2P 2 – How do leaders monitor and support fidelity of implementation? |
| IV. Data Analysis | Data Analysis for Continuous School Improvement<br>Using protocols to engage others |
| V. Creating Conditions for Change | Overcome Resistance to Change<br>See Checklist in CourseDen<br><br>T2P 4 – How do leaders cultivate conditions for change? |

## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Nixon, Andy |
|---|---|---|
| Department | College | Originator |

**Action**

● Add ○ Modify ○ Delete

**Modifications**

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

**Course Details**

| EDLE | 8304 | Residency Course: Leadership for Organizational Change |
|---|---|---|
| Prefix | Number | Course Title |

This course will explore how to drive and sustain organizational and academic improvements in a school setting. It will examine leadership and pedagogical changes that will promote a collaborative and professional environment focused on continuous improvement. This course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices that ensure learning for all students regardless of background. Learning will be drawn from theory and research and from students' personal experiences. Students will demonstrate proficiency by completing performance-based tasks.

Course Catalog Description

| 3 | | 3 | Summer - 2015 | Every Term | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

**Corequisites**

**Rationale**

The current (2014-2015 AY) UWG Ed. S. degree and certification program does not adequately and systematically address all of the Educational Leadership Standards. Based on our curricular mapping, we believe that by dividing the three current 6 credit residency courses (EDLE 8301, 8302, & 8303) into six three-credit courses is the best way to ensure we address all standards deeply. The current six credit residency course requires students to both learn multiple standards and to practice them in a lab setting. The result is that some standards are not taught or are taught only superficially. Currently, new Educational Leadership Standards are being developed. The outcome will result in additional standards, which magnifies the need to make the proposed changes. The proposed new courses and revisions are based on the new standards. Another advantage of the change of splitting the 6 credit course into two 3 credit courses is that more UWG students will be able to take EDLE courses. Currently, only EDLE students interested in Georgia certification can take these courses. This should improve credit hour production. This proposed new course (EDLE 8304), takes content and field experiences from the current Residency Courses (EDLE 8301, 8302, & 8303) and better defines what is taught when.

**Planning Info**

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 50

**Comments**

College Approvals

Rebecca Stanard [APPROVED 2015-02-02]
Associate Dean, College of Education

Frank Butts [APPROVED 2014-12-05]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

**Residency Course : Leadership for Organizational Change EDLE 8304**

| | |
|---|---|
| **Semester Hours** | 3 |
| **Semester/Year** | |
| **Time/Location** | Asynchronous with specific due dates/times. |
| **Instructor** | |
| **Office Location** | Coliseum 2032<br>University of West Georgia<br>Carrollton, GA 30118 |
| **Office Hours** | |
| **Online Hours** | |
| **Telephone** | Direct Line:<br>Department Line: 678-839-6530<br>Fax: 678-839-6195 |
| **Email** | |
| **Online Support** | Course Den Home Page<br>https://westga.view.usg.edu/<br><br>Course Den Help & Troubleshooting<br>http://www.westga.edu/~distance/webct1/help<br><br>UWG Distance Learning<br>http://distance.westga.edu/<br><br>UWG On-Line Connection<br>http://www.westga.edu/~online/<br><br>Distance Learning Library Services<br>http://libguides.westga.edu/content.php?pid=194430<br><br>Resources for Distance & Off-Campus Students<br>http://libguides.westga.edu/content.php?pid=194459<br><br>Ingram Library Services<br>http://www.westga.edu/library/<br><br>University Bookstore<br>http://www.bookstore.westga.edu/ |

**COURSE DESCRIPTION**

This course will explore how to drive and sustain organizational and academic improvements in a school setting. It will examine leadership and pedagogical changes that will promote a collaborative and professional environment focused on continuous improvement. This course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices that ensure learning for all students regardless of background. Learning will be drawn from theory and research and from students' personal experiences. Students will demonstrate proficiency by completing performance-based tasks.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National (ELCC) and Georgia PSC Leadership Standards also are incorporated as criteria against which candidates are measured.

**COE Vision**

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

**APPROACHES TO INSTRUCTION**

[INSTRUCTOR TO FILL IN DETAILS]

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

| Activity | Instructional Equivalent |
|---|---|
| Discussion posts | 950 minutes |
| Audios/videos | 350 minutes |

**Online assignments** **950 minutes**

**Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.**

**COURSE OBJECTIVES**

**Students will:**

1. **Analyze how the major theories of leadership and the processes of organizational change relate to improving academic outcomes in a school environment. Such knowledge should result in an understanding of administrative behavior that promotes school continuous improvement. (FE 1, 5, 11; ISLLC Standard 1, 2, 6, 8, 9, 11) { Deal and Peterson, 1999; Elmore, 2000; Fullan, 2001a, 2001b, 2003, 2005; Greenleaf, 2012; Hall and Hord, 2006; Kotter, 1996; Greenleaf, 2012; Leithwood, 1994; Leithwood, Leonard, and Sharratt, 1998; Marzano, Waters, and McNulty, 2005; Olsen and Chrispeels, 2009; Reeves, 2009; Schein, 2004; Zmuda, Kuklis, and Kline, 2004}**
2. **Analyze how the major theories of organizational change have influenced the way in which education is organized and administered. Such knowledge should result in an understanding of effective administrative behavior during school improvement efforts. (FE 12; ISLLC Standard 1, 2, 6, 8, 9, 11) { Darling-Hammond, 1993; Elmore, 2000; Fullan, 2001a, 2001b, 2003, 2005; Greenleaf, 2012; Leithwood, 1994; Leithwood, Leonard, and Sharratt, 1998; Marzano, Waters, and McNulty, 2005; Senge, 2006}**
3. **Identify contemporary leadership and administrative practices that best support, motivate, and influence the improvement of instruction and enhancement of student achievement to high levels. Gain an understanding of how to effectively monitor school improvement initiatives and develop high performing teams. (FE 1, 5; ISLLC Standard 1, 2, 6, 8, 9, 11) { Darling-Hammond, 1993; Elmore, 2000; Fullan, 2001a, 2001b, 2003, 2005; Greenleaf, 2012; Leithwood, 1994; Leithwood, Leonard, and Sharratt, 1998; Marzano, Waters, and McNulty, 2005; Senge, 2006}**
4. **Examine the role of leadership in building culture and determine how a school can use a system of transformational leadership, servant leadership, and distributed leadership to strengthen the school's culture. (FE 1, 5; ISLLC Standard 1, 2, 6, 8, 9, 11) {Burns, 1978; Chenoweth, 2007; Chenoweth, 2009; Darling-Hammond, 1993; Elmore, 2000; Fullan, 2001a, 2001b, 2003, 2005; Greenleaf, 2012; Leithwood, 1994; Leithwood, Leonard, and Sharratt, 1998; Marzano, Waters, and McNulty, 2005; Spillane, 2006}**

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

**Required Text(s):** Fullan, M. (2007). *The New Meaning of Educational Change (4th Ed.).* New York: Teachers College Press.

**Required Instructional Resource:** **Tk20 Subscription**
**These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.**
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.**
**For assistance, email tk20@westga.edu.**

**Course References:**

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
Chenoweth, K. (2007). *It's being done: Academic success in unexpected schools*. Massachusetts: Harvard Education Press.
Chenoweth, K. (2009). *How it's being done: Urgent lessons from unexpected schools*. Massachusetts: Harvard Education Press.
Darling-Hammond, L. (1993). *Reframing the school reform agenda: Developing capacity for school transformation*. Phi Delta Kappan, 74(10), 752-761.
Deal, T., & Peterson, K. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.
Elmore, R.F. (2000). *Building a Structure for School Leadership*. The Albert Shanker Institute.
Fullan, M. (2001a). *Leading in a culture of change*. San Francisco: Jossey-Bass.
Fullan, M. (2001b). *The new meaning of educational change (4th ed.)*. New York: Teachers College Press.
Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.
Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
Greenleaf, R. (2012). *The servant as leader*. Westfield: Center for Servant Leadership.

Hall, G., & Hord, S.M. (2006). *Implementing change: Patterns, principles, and potholes*. (2nd ed.). Boston, MA: Pearson Education, Inc.
Kotter, J. (1996). *Leading Change*. Cambridge, MA: Harvard Business Press.
Leithwood, K. (1994). *Leadership for school restructuring*. Educational Administration Quarterly, 30(4), 498-518.
Leithwood, K., Leonard, L., & Sharratt, L. (1998). *Conditions fostering organizational learning in schools*. Educational Administration Quarterly, 34, 243-276.
Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development Publications.
Olsen, E.M., & Chrispeels, J.H. (2009). *A pathway forward to school change: Leading together and achieving goals*. Leadership and Policy in Schools.
Reeves, D.B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Virginia: ASCD.
Senge, P.M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday Currency.
Schein, E. (2004). *Organizational culture and leadership (3rd ed.)*. San Francisco: Jossey-Bass.
Spillane, J.P. (2006). *Distributed leadership*. San Francisco: John Wiley & Sons, Inc.
Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement*. Seattle, WA: New Horizons for Leading.

**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

**Course Overview**

**[INSTRUCTOR TO FILL IN DETAILS]**

**Assignments**

Detailed assignment sheets, literature, and expectations are located on the Course Den site. Each content module has an overview page which includes learning objectives, learning activities, and direction for students. There will also be monthly videos, as needed, for each module sharing important information regarding the work of this course. Students should check the Course Den each day for updates and emails. Assignments are due on the last date of each module at midnight. Please submit assignments in Microsoft Word.

**(1) Asynchronous Case Studies and Discussions/Issues (Each Module)**

Each content module includes activities and instructions for students designed to promote interaction and to meet course learning objectives. Follow the instructions in the module overviews and details posted on the discussion tab. **(350 of 1000 points; Course Objectives 1-4)**

**(2) 'Myography' Assignment**

Prepare a 'Myography'—a self-reflective paper about your journey as a leader and the influence of course discussions and content on your perspectives of leadership. For the first part of the paper you will want to capture the key experiences, people, events, and influences that have shaped your journey as a leader. The second part of the essay is to relate how specific course content and discussions from this program may have influenced your growth as a leader, impacted your organization, and served as potential areas for future research. Please follow the instructions located in the D2L drop box. **(200 of 1000 points; Course Objectives 1-4)**

**(3) Analysis of Leadership Practices**

In this assignment, choose one of the following leadership styles (transformational, servant, or distributed) and analyze how the selected leadership practices in a school are used (or not used) to foster the development of the school's culture. Using a framework for how leaders can engage in culture work, map the culture building work of the school's leaders (leaders are defined as positional as well as emergent leaders). Findings will be detailed in a report with accompanying recommendations for maximizing culture building. Follow the instructions as detailed in D2L and the course drop box. **(150 of 1000 points; Course Objectives 1-4)**

**(4) Designing High Performing Organizations**

High performing organization designs promote meaningful interaction within and across their entire system. They deliver high quality services and products in a timely fashion using flexible, responsive structures. These organizations encourage individuals and teams to work across lines and positions to adapt and respond to changing requirements, technologies, and demands from the environment. They support people in identifying and leveraging member strengths and unexpected opportunities.

High performing organizations are also resilient. They serve the organization's purpose and principals and often are connected to a higher moral purpose. These organizations create the space for people to effectively collaborate and support one another through both good and challenging times. When they are at their best, organizational designs nurture life-giving qualities, support individuals, and focus upon existing individual and systemic strengths.

1. Share a story about a time when this organization's structure most supported you in delivering your best?

a. What were the specific structures of the organization that enabled you to be at your best in meeting organizational goals?
b. What were the conditions that were created that supported this organizational excellence?
c. In what specific ways did the leadership of the organization create and maintain those conditions?

2. Describe an organization that you have heard of, or experienced whose structure was both flexible and resilient?
a. What effect did this structure have on the organization's members, service, and ability to achieve its vision?

3. What metaphor would you use to describe that organization?

4. What can we learn from the organization you just described?
a. What lessons does it teach?
b. What might we borrow from its design in order to heighten the health and vitality of our organization?Please follow the instructions and resources posted in the D2L drop box.

**(200 of 1000 points; Course Objectives 1-4)**

**(5) Professional Development Presentation**

This assignment asked you to design a PowerPoint presentation to your staff that focuses on the critical need for change. include how employment opportunities have changed over the years. How has technology evolved and what does it mean for our staff and students ? Please follow the instructions in the D2L drop box. **(100 of 1000 points; Course Objectives 1-4)**

**Evaluation Procedures and Due Dates**

| Assignment | Points | Assessment Tools | Due Date |
|---|---|---|---|
| 1. Participation in Online Discussions<br>Assessed weekly | 350 | Attendance, Observations | Ongoing |
| 2. "Myography"<br>Submit via CourseDen | 200 | Rubric | Last day of module 2 |
| 3. Analysis of Leadership Practices<br>Submit via CourseDen | 150 | Rubric | Last day of module 3 |
| 4. Designing High Performing Organizations<br>Submit via CourseDen & Tk20 | 200 | Rubric | Last day of module 4 |
| 5. Professional Development Presentation<br>Submit via CourseDen | 100 | Rubric | Last day of module 5 |
| Total Points | 1000 | | |

**GRADING POLICY:**
A = 1000-900 points B=899-800 points C=799-700 points F=below 700 points

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at Common Language for Course Syllabi. It contains important information related 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. In addition to the above information the following policies apply to this course.

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

Attendance: Students should plan to be present in the classroom regularly. It is suggested that you are in the classroom daily.

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

The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

Late Work: Assignments submitted after the due date will be penalized twenty-five percent (25%). Failure to submit an assignment or presentation will result in a zero grade for the assignment.

Extra Credit: There is no opportunity for extra credit in this course. However, students may improve any assignment that received a score equivalent to a "B" or lower. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

Professional Conduct: Each student is expected to act in a professional manner. This is an essential quality for all individuals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- An actively engaged instructor

- Turning in assignments on time
- Treating classmates, colleagues, and the instructor with respect in and out of the class
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses.

The learning community will review this list and adjust as needed.

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

**CLASS OUTLINE**

This course relies heavily upon the Course Den tool. A detailed outline of the class is located there. Students should plan to check their Course Den email each day. Check the Course Den modules for specific activities, assignments, materials, scoring rubrics, etc. We will be using the Course Den Content Tab, Discussions Tab, Dropbox, Email, and Grade Tab.

| Module | Topics |
|---|---|
| 1 | • Organizing information. |
| 2 | • Defining leadership.<br>• Reflecting on leadership journey. |
| 3 | • Analyzing leadership practices. |
| 4 | • Designing high performance organizations. |
| 5 | • Making the case for change. |

## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Huss, Robyn |
|---|---|---|
| Department | College | Originator |

**Action**

(•) Add ( ) Modify ( ) Delete

**Modifications**

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [x] See Comments [ Senate Action Item ] (See Procedure)

**Course Details**

| SEED | 6261 | Instructional Strategies for English Education in Secondar |
|---|---|---|
| Prefix | Number | Course Title |

This course is designed for investigation and assessment of and research in the teaching of English with implications for strategies and curricular needs at the secondary level.

Course Catalog Description

| 2 | | 2 | Fall - 2015 | Yearly | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

Admission to TEP and successful completion of SEED 6111 and SEED 7291

**Corequisites**

SEED 6260

**Rationale**

This MAT course has been taught as an additional section of SEED 7261, an advanced strategies course for the MEd program. Because the MAT is designed for initial teaching certification, it is more appropriate for it to be offered as a 6000-level course without "advanced" in the course title. Additionally, having one section of a course for MEd students and a second section for MAT students is confusing for students and causes many registration problems. This 2-credit course is currently taught embedded in the 3-credit Advanced Strategies course. For purposes of field placement as well as more accurate grading of the course separate from the field experience component, Each SEED 3-credit strategies course is being divided into a 2-credit course with SEED 6260 as a 1-credit field experience corequisite.

**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**

See attached syllabus for details

**College Approvals**

Frank Butts [APPROVED 2015-02-02]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-02-05]
Associate Dean, College of Education

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

**THE UNIVERSITY OF WEST GEORGIA**

**SEED 6261: Instructional Strategies for English Education in Secondary Schools**

| | |
|---|---|
| Semester Hours | 2 |
| Semester/Year | |
| Time/Location | |
| Instructor | |
| Office Location | |
| Office Hours<br>Online Hours | |
| Telephone | Direct Line:<br>Department Line: 678-839-6530 |
| Email | |
| Online Support | D2L Home Page<br>https://westga.view.usg.edu/<br><br>D2L UWG Online help<br>http://uwgonline.westga.edu/students.php<br><br>D2L 24 hour Help<br>https://d2lhelp.view.usg.edu/<br><br>UWG Distance Learning<br>http://uwgonline.westga.edu/<br><br>Distance Learning Library Services<br>http://libguides.westga.edu/content.php?pid=194430<br><br>Resources for Distance & Off-Campus Students<br>http://libguides.westga.edu/content.php?pid=194459<br><br>Ingram Library Services<br>http://www.westga.edu/library/<br><br>University Bookstore<br>http://www.bookstore.westga.edu/ |

## COURSE DESCRIPTION

This course is designed for investigation and assessment of and research in the teaching of English with implications for strategies and curricular needs at the secondary level.
Pre-requisites required: Admission to TEP and successful completion of SEED 6111 and SEED 7291.
Co-requisite required: SEED 6260.

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

### Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course will be delivered approximately 70 % online. This requires the online equivalent of approximately 1560 minutes of instruction and an additional 3120 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

| Activity | Online Instructional Equivalent |
|---|---|
| Readings/viewings | 540 minutes |
| Collaboration | 540 minutes |
| Discussion posts | 240 minutes |
| Assignment posts | 240 minutes |

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

### Academic Honesty:

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

### Attendance:

Attendance is required, either in person or online, for all class meetings.

### Disability:

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

### Extra Credit:

There is no extra credit option in this course.

### Late Work:

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

### Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

### Email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

## COURSE OBJECTIVES

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;
   (Georgia Department of Education, 2014);
   (InTASC 1- 8)

2. investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school content;
(Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995);
(InTASC 1-8)

3. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking, and use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching;
(Cangelosi, 1996; Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005; Marzano, 1991);
(InTASC 1-8)

4. use knowledge of assessment, assessment techniques, and differentiated assessments to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005).
(InTASC 1-9)

5. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning;
(Banks & Banks, 1989; Kellough & Kellough, 2007);
(InTASC 1-9)

6. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum; and
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005);
(InTASC 1-8)

7. read about, discuss, and practice state licensure performance-based assessment(s).
(*Educator Preparation Handbook*, 2014-15).
(InTASC 1-10)

## INSTRUCTIONAL RESOURCES AND REFERENCES

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day.* Alexandria, VA: ASCD and ISTE.

Beers, K. & Probst, R. (2013). *Notice and note.* Portsmouth, NH: Heinemann.

Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future.* New York, NY: Teachers College Press.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools.* (10th ed). Boston, MA: Pearson.

Checkett, L., & Feng-Checkett, G. (2006). *The write start with readings: Sentences to paragraphs* (3rd ed.). New York: Pearson.

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Culham, R. (2003). *6 + 1 traits of writing: The complete guide grades 3 and up.* New York: Scholastic Professional Books.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.

*Educator preparation handbook.* (2014-15). Carrollton, GA: UWG College of Education.

Feng-Checkett, G., & Checkett, L. (2005) *The write start with readings: Paragraphs to essays* (2nd ed.). New York: Pearson.

Gere, A. R., Christenbury, L., & Sassi, K. (2005). *Writing on demand: Best practices and strategies for success.* Portsmouth, NH: Heinemann.

Gere, A. R., Christenbury, L., & Sassi, K. (2006). *A student guide to writing on demand: Strategies for high-scoring essays.* Portsmouth, NH: Heinemann.

Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching.* Alexandria, VA: ASCD.

Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
Maxwell, R. J., & Meiser, M. J. (2005). *Teaching English in middle and secondary schools* (4th ed.). Columbus, OH: Pearson.
*MLA handbook for writers of research papers* (7th ed.). (2009). New York: Modern Language Association.
*Reading with purpose: Skills to help you understand and remember what you read.* (2006). South Deerfiled, MA: Channing Bete.
Urquhart, V. & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD.
Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas.* Alexandria, VA: ASCD.
Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

## REQUIRED TEXTS AND RESOURCES

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth. (Alternatively, you may use the 9th ed.; access to an electronic copy is linked on CourseDen.)
*Educator preparation handbook*. (2014-15). Carrollton, GA: UWG College of Education.
Urquhart, V. & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD.
Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas.* Alexandria, VA: ASCD.
Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.
Webcam, digital camera, smartphone, or other device capable of recording video and sound.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Grades that influence your final average include but may not be limited to the following:

| | |
|---|---|
| Field Experience Evaluations by cooperating teacher | |
| Intern Keys II | 50 points |
| Discussions | 50 points (10 pts x 5) |
| Reflections | 100 points (20 pts x 5) |
| Class activities | 160 points |
| Lesson plans | 200 points (100 pts x 2) |
| Learning Segment for edTPA | 200 points |
| Classwork and homework as assigned | 20 points |
| Bulletin board display | 20 points |
| | **800 points TOTAL** |

Class Grade
A = 90 - 100 % of points
B = 80 - 89 % of points
C = 70 - 79 % of points
F = 0 - 69 % of points

**Assignments:**

**Always refer to CourseDen for additional assignment details!**
Assignments are not listed in order; pay attention to due dates!

1. Field Experience Evaluations. **Due on Tk20 by cooperating teacher.** 50 points. *Obj 1-7.*
   Intern Keys rubrics are found in the Field Experience Information folder on the CourseDen homepage and on Tk20. The information on the Intern Keys will guide what you do during the time you are in the classroom. **The cooperating teacher must complete the Intern Keys Rubrics on Tk20 by the end of your field experience and you must verify that to get your credit!** He or she should receive information from Stephanie Siegel (tk20@westga.edu, 678-839-6104) for that. At least twice, you should teach all or part of a lesson, under the guidance of the cooperating teacher. Your cooperating teacher will observe you teaching and working with students throughout your field experience, and those observations will influence his or her evaluations of you on Tk20.

2. **Learning Segment for edTPA**. Due on CourseDen and Tk20. *Course Objectives 1-10.*
   This is the critical assessment for this course. You will develop a learning segment of 3 lessons with teaching artifacts, video segments, and evaluative commentary, as implemented with the students in your field placement.

3. **Discussions**. Refer to CourseDen for the five due dates. 50 points (10 each).
   There will be five discussions on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you should make a minimum of five entries. One entry will be your primary answer to the question(s). The other three should be responses to other students' entries. For this to run smoothly, everyone should post their primary posting before the end of the week, so you all have time at the end of the week to reply to each other.

4. **Reflections**. Refer to CourseDen for the five due dates. 100 points (20 each).
   There will be five reflections on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox.

## Tentative Schedule

This is a general plan for this course. Be aware that this schedule may change as the semester progresses! Any/all changes will be reflected in the weekly assignment postings on CourseDen.

| Dates | Course Topics | Readings and Viewings | Homework (usually due the following Sunday by midnight) |
|---|---|---|---|
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## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Huss, Robyn |
|---|---|---|
| Department | College | Originator |

**Action**: (•) Add ( ) Modify ( ) Delete

**Modifications**: [ ] Prerequisites [ ] Description [ ] Title [ ] Credit [x] See Comments — Senate Action Item — (See Procedure)

**Course Details**

| SEED | 6111 | Introduction to the Secondary School Field Experience |
|---|---|---|
| Prefix | Number | Course Title |

This course is a review of general field experience expectations and requirements. Documents and deadlines will be introduced. Upon completion of this course, students will have met the requirements necessary to be placed in a public school setting. This course is designed to serve as a prerequisite for any MAT course in the SEED program that includes a field experience.

Course Catalog Description

| 0 | 0 | 0 | Fall - 2015 | Every Term | S/U/I |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

Admission to the COE Teacher Education Program

**Corequisites**

none

**Rationale**

The addition of this course was decided upon during a meeting of MAT leaders as a means to ensure that all teacher candidates are aware of expectations, requirements, and deadlines moving forward to their experiences in the field. As the program is growing, student awareness of these is becoming an increasing problem and the COE's reputation in the public school system depends, in part, upon the responsibilities of our students. The course syllabus was written collaboratively between the SEED program coordinator and the director of the Office of Field Based Preparation, and will be co-taught by these representatives.

**Planning Info**

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 75

**Comments**

See attached syllabus

**College Approvals**

Frank Butts [APPROVED 2016-02-02]
Chair, Course Department

Rebecca Stanard [APPROVED 2016-02-05]
Associate Dean, College of Education

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2016-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

**THE UNIVERSITY OF WEST GEORGIA**

**SEED 6111: Introduction to the Secondary School Field Experience**

| | |
|---|---|
| Semester Hours | 0 |
| Semester/Year | |
| Time/Location | Students will attend ONE meeting TBA; choices will be offered to include one daytime, one evening, and one weekend. |
| Instructor | SEED Program Coordinator and OFBP Director |
| Office Location | |
| Office Hours<br>Online Hours | |
| Telephone | Direct Line:<br>Department Line: 678-839-6530 |
| Email | |
| Online Support | D2L Home Page<br>https://westga.view.usg.edu/<br><br>D2L UWG Online help<br>http://uwgonline.westga.edu/students.php<br><br>D2L 24 hour Help<br>https://d2lhelp.view.usg.edu/<br><br>UWG Distance Learning<br>http://uwgonline.westga.edu/<br><br>Distance Learning Library Services<br>http://libguides.westga.edu/content.php?pid=194430<br><br>Resources for Distance & Off-Campus Students<br>http://libguides.westga.edu/content.php?pid=194459<br><br>Ingram Library Services<br>http://www.westga.edu/library/<br><br>University Bookstore<br>http://www.bookstore.westga.edu/ |

## COURSE DESCRIPTION

This course is a review of general field experience expectations and requirements. Documents and deadlines will be introduced. Upon completion of this course, students will have met the requirements necessary to be placed in a public school setting. This course is designed to serve as a prerequisite for any MAT course in the SEED program that includes a field experience.
Pre-requisite required: Admission to TEP.

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

### Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

Students are expected to use CourseDen for information and communications.

This course will be delivered approximately 95 % face-to-face.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Academic Honesty:**

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

**Attendance:**

Attendance is required for this orientation, as a prerequisite to enrollment in any SEED course requiring a field experience placement in a public school system.

**Disability:**

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

**Professional Conduct:**

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

**Email Policy:**

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

## COURSE OBJECTIVES

Students will:

1. Complete the field experience application in Tk20 (*Educator Preparation Handbook*);

2. review professional expectations and agree to adhere to the provisions set forth in the College of Education Memorandum of Understanding for Field Experiences (*Educator Preparation Handbook*; *GA Code of Ethics for Educators*);

3. review protocols and complete the documentation and application materials required for successful participation in field experiences (*Educator Preparation Handbook*; *GA Code of Ethics for Educators*).

## INSTRUCTIONAL RESOURCES AND REFERENCES

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools.* (10th ed). Boston, MA:

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.

*Educator preparation handbook.* (2014-15). Carrollton, GA: UWG College of Education.

Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.

Georgia Department of Education. (2003). *Georgia Code of Ethics for Educators.* Atlanta, GA.

Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

## REQUIRED TEXTS AND RESOURCES

*Educator preparation handbook*. (2014-15). Carrollton, GA: UWG College of Education.

*Georgia Code of Ethics for Educators*. (2003). Georgia Department of Education.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

## EVALUATION AND GRADING:

Areas that influence your final grade include but may not be limited to the following:

Attendance
Memorandum of Understanding
Field Experience Application and any accompanying documents

Class Grade

S = attended the orientation and met the expectations set forth in the course objectives
U = did not attend the meeting and/or unacceptable level of completion of field experience entry requirements

## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Huss, Robyn |
|---|---|---|
| Department | College | Originator |

**Action**

(•) Add ( ) Modify ( ) Delete

**Modifications**

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [✓] See Comments Senate Action Item (See Procedure)

**Course Details**

| SEED | 6260 | Instructional Strategies in Secondary Schools Laboratory |
|---|---|---|
| Prefix | Number | Course Title |

This course consists of the field experience designed to accompany the Instructional Strategies content pedagogy course. Students are expected to spend two full days in a public school placement for seven weeks.

Course Catalog Description

| | 2 | 1 | Fall - 2015 | Yearly | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

Admission to TEP and successful completion of SEED 6111. COE field experience application is required for placement.

**Corequisites**

Instructional Strategies course appropriate to certification area (such as SEED 6261, 6262, 6263, or 6264)

**Rationale**

This course is currently taught embedded in a 3-credit Advanced Strategies course. For purposes of field placement and proper assignment of a university supervisor in Banner/BanWeb as well as more accurate grading of the field experience component of the course, Each SEED 3-credit strategies course is being divided into a 2-credit course with this 1-credit field experience corequisite.

**Planning Info**

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 75

**Comments**

See attached syllabus

**College Approvals**

Frank Butts [APPROVED 2015-02-02]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-02-05]
Associate Dean, College of Education

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

**THE UNIVERSITY OF WEST GEORGIA**

**SEED 6260: Instructional Strategies in Secondary Schools Laboratory**

| | |
|---|---|
| Semester Hours | 1 |
| Semester/Year | |
| Time/Location | |
| Instructor | |
| Office Location | |
| Office Hours<br>Online Hours | |
| Telephone | Direct Line:<br>Department Line: 678-839-6530 |
| Email | |
| Online Support | D2L Home Page<br>https://westga.view.usg.edu/<br><br>D2L UWG Online help<br>http://uwgonline.westga.edu/students.php<br><br>D2L 24 hour Help<br>https://d2lhelp.view.usg.edu/<br><br>UWG Distance Learning<br>http://uwgonline.westga.edu/<br><br>Distance Learning Library Services<br>http://libguides.westga.edu/content.php?pid=194430<br><br>Resources for Distance & Off-Campus Students<br>http://libguides.westga.edu/content.php?pid=194459<br><br>Ingram Library Services<br>http://www.westga.edu/library/<br><br>University Bookstore<br>http://www.bookstore.westga.edu/ |

## COURSE DESCRIPTION

This course consists of the field experience designed to accompany the Instructional Strategies content pedagogy course. Students are expected to spend two full days in a public school placement for seven weeks. Pre-requisites required: Admission to TEP and successful completion of SEED 6111. COE field experience application is required for placement. Co-requisite required: Instructional Strategies course appropriate to field of study (such as 6261, 6262, 6263, or 6264).

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

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### Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

Students are expected to use CourseDen for information and communications.

This course will be delivered approximately 95 % face-to-face. Students will be placed with a mentor teacher in a public school classroom at the secondary level.

Additionally, it is anticipated that students will need to work independently to prepare for teaching in the field.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Academic Honesty:**

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

**Attendance:**

Students will be required to spend 7 weeks in schools, two days a week, to complete the field experience.

**Disability:**

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

**Extra Credit:**

There is no extra credit option in this course.

**Late Work:**

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

**Professional Conduct:**

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

**Email Policy:**

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

## COURSE OBJECTIVES

Students will:

1. apply knowledge from accompanying strategies course in their field experience placement (InTASC 1-8);
2. implement lesson plans that promote active student engagement beyond direct instruction (InTASC 1-8);
3. implement lesson plans that provide for differentiation to engage all students (InTASC 2, 7);
4. demonstrate proficiency in using and/or implementing technologies that are in place at the school/classroom of their field placement (InTASC 5, 8);
5. demonstrate professional and ethical behavior at all times (InTASC 9);
6. successfully complete the field experience (InTASC 1-10); and
7. demonstrate readiness to progress into the student teaching internship (InTASC 1-10).

## INSTRUCTIONAL RESOURCES AND REFERENCES

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.
Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools.* (10th ed). Boston, MA:
Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.
Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.
Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.
Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
*Educator preparation handbook.* (2014-15). Carrollton, GA: UWG College of Education.
Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.
Georgia Department of Education. (2003). *Georgia Code of Ethics for Educators.* Atlanta, GA.
Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

## REQUIRED TEXTS AND RESOURCES

*Educator preparation handbook*. (2014-15). Carrollton, GA: UWG College of Education.

*Georgia Code of Ethics for Educators*. (2003). Georgia Department of Education.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

## EVALUATION AND GRADING:

Areas that influence your final average include but may not be limited to the following; contact your university supervisor for additional details:

Field Experience Evaluations by cooperating teacher: Intern Keys
Field Experience Evaluations by university supervisor: Dispositional evaluation
Observations of instruction
Lesson plans
Learning Segment for edTPA
Field experience completion

Class Grade

A = consistently proficient or exemplary level of competency in field work
B = proficient level of competency in field work
C = developing level of competency in field work
F = unacceptable level of competency in field work; must re-take course

### Assignments:

Assignments that influence your final average include but may not be limited to the following; contact your university supervisor for additional details:

1. Field Experience Evaluations. **Due on Tk20 by cooperating teacher.** *Course Objectives 1-7.*
   Intern Keys rubrics are found in the Field Experience Information folder on the CourseDen homepage and on Tk20. The information on the Intern Keys will guide what you do during the time you are in the classroom. **The cooperating teacher must complete the Intern Keys Rubrics on Tk20 by the end of your field experience and you must verify that to get your credit!** He or she should receive information from Stephanie Siegel (tk20@westga.edu, 678-839-6104) for that. At least twice, you should teach all or part of a lesson, under the guidance of the cooperating teacher. Your cooperating teacher will observe you teaching and working with students throughout your field experience, and those observations will influence his or her evaluations of you on Tk20. **Note: The field experience is a key component of this course. Failure to successfully complete the field experience will result in an F for the course, regardless of other grades.**

2. **Learning Segment for edTPA**. Due on CourseDen and Tk20. *Course Objectives 1-7*
   This is the critical assessment for the accompanying strategies course. You will develop a learning segment of 3 lessons with teaching artifacts, video segments, and evaluative commentary, as implemented with the students in your field placement.

## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Huss, Robyn |
|---|---|---|
| Department | College | Originator |

**Action**

(•) Add ( ) Modify ( ) Delete

**Modifications**

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [x] See Comments Senate Action Item (See Procedure)

**Course Details**

| SEED | 6262 | Instructional Strategies for Social Studies Education in Se |
|---|---|---|
| Prefix | Number | Course Title |

This course is designed for investigation and assessment of and research into the teaching of social studies with implications for strategies and curricular needs at the secondary level.

Course Catalog Description

| 2 | | 2 | Fall - 2015 | Yearly | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

Admission to TEP and successful completion of SEED 6111 and SEED 7291

**Corequisites**

SEED 6260

**Rationale**

This MAT course has been taught as an additional section of SEED 7262, an advanced strategies course for the MEd program. Because the MAT is designed for initial teaching certification, it is more appropriate for it to be offered as a 6000-level course without "advanced" in the course title. Additionally, having one section of a course for MEd students and a second section for MAT students is confusing for students and causes many registration problems. This 2-credit course is currently taught embedded in the 3-credit Advanced Strategies course. For purposes of field placement as well as more accurate grading of the course separate from the field experience component, Each SEED 3-credit strategies course is being divided into a 2-credit course with SEED 6260 as a 1-credit field experience corequisite.

**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**

See attached syllabus for details

**College Approvals**

Frank Butts [APPROVED 2015-02-02]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-02-05]
Associate Dean, College of Education

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

**THE UNIVERSITY OF WEST GEORGIA**

**SEED 6262: Instructional Strategies for Social Studies Education in Secondary Schools**

Semester Hours: 2

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone: Direct line:
Department line: 678-839-6530

E-mail:

Online Support:

D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

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

## COURSE DESCRIPTION

This course is designed for investigation and assessment of and research into the teaching of social studies with implications for strategies and curricular needs at the secondary level. Pre-requisites required: Admission to TEP and successful completion of SEED 6111 and SEED 7291. Co-requisite required: SEED 6260.

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

### Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Social Studies (NCSS)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

This course will use interactive technology, small group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their Internship. Students are expected to use D2L for discussions and turning in homework.

This course will be delivered approximately 50% online. This requires the online equivalent of 1080 minutes of instruction (seat-time) with 2250 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

| Activity | Instructional Equivalent |
|---|---|
| Discussion posts | 1080 minutes |
| Online assignments | 1170 minutes |

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

University policies are posted on the Provost website at
*http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.*

**Attendance:**

Attendance is required.

**Disability:**

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

**Extra Credit:**

There is no extra credit for this class.

**Late Work:**

Late work may be accepted with point deduction.

**Student Email Policy:**

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

## COURSE OBJECTIVES

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;
   (Georgia Department of Education, 2014);
   (InTASC 1- 8)

2. demonstrate an awareness of and the ability to use a variety of strategies, resources, and evaluation techniques for the teaching of history and other social studies fields, (various articles from various scholarly journals and the Internet; Lesh, 2011);
   (InTASC 4, 8, NCSS 1-10)

3. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking, and use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching;
   (Cangelosi, 1996; Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005; Marzano, 1991);
   (InTASC 1-8)

4. use knowledge of assessment, assessment techniques, and differentiated assessments to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005).
(InTASC 1-9)

5. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning;
(Banks & Banks, 1989; Kellough & Kellough, 2007);
(InTASC 1-9)

6. review multimedia programs, videos, and information via Internet and be prepared to discuss the impact of media on the social studies curriculum (Berson, 2003; Hyerle, 1996; Land & Turner, 1997; Stockard, 2005); and
(InTASC 7-8; NCSS 1-10)

7. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum; and
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005);
(InTASC 1-8)

8. read about, discuss, and practice state licensure performance-based assessment(s).
(*Educator Preparation Handbook*, 2014-15).
(InTASC 1-10)

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Texts:

Readings posted on D2L.

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth. (Alternatively, you may use the 9th ed.; access to an electronic copy is linked on CourseDen.)

*Educator preparation handbook*. (2014-15). Carrollton, GA: UWG College of Education.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

### References:

Berson, M. J. (2003). *Social studies on the internet* (2nd ed.). Columbus, OH: Merrill / Prentice Hall.

Bragaw, D., & Hartoonian, H. (1995). Social studies: The study of people and society. In A. A. Glatthorn. *Content of the curriculum* (2nd ed.). (225-251). Alexandria, VA: Association for Supervision and Curriculum Development.

Cooper, J. M (Ed). (2014). *Classroom teaching skills.* (10th ed.). Belmont, CA: Wadsworth.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K. K. (2012). *The act of teaching* (6th ed.) New York City, NY: McGraw Hill.

Drake F. D., & Nelson, L. R. (2009). *Engagement in teaching history: Theory and practices for middle and secondary teachers* (2nd ed.). Upper Saddle River, NJ: Merrill.

*Educator preparation handbook.* (2014-15). Carrollton, GA: UWG College of Education.

Evans, R., & Saxe, D. (1996). *Handbook on teaching social issues.* Washington, DC: National Council for the Social Studies.

Lesh, B.A. (2011). *Why won't you just tell us the answer?: Teaching historical thinking in grades 7 – 12.* Portland, ME: Stenhouse Publishers.

Parker W. (1991). *Renewing the social studies curriculum.* Alexandria, VA: Association for Supervision and Curriculum Development.

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

Stockard, J. W. (2005). *Handbook for teaching secondary school social studies.* Long Grove, IL: Waveland Press.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

1. Attendance: Four Face-to-face meetings are required as outlined in the schedule below. (100 points)
   (Course Objectives 1-8)

2. Discussion Boards: Six discussion boards on the times listed below. They should reflect that one has read the assigned readings. (300 points)
   (Course Objectives 1-7)

3. Reflection Papers: Five reflection papers to be based on field experience. (100 points).
   (Course Objective 8)

4. edTPA Commentaries and attachments. Turn in Tasks 1, 2, 3, with attachments for me to review before you turn them in as a part of your unit plan. Task 1 is the Planning Commentary and should include graphic organizers, handouts, etc. that go with it. Task 2 is the Instructional Commentary and 3 lesson segments. Task 3 is the Assessment Commentary plus three student work products with your comments on them. **Turn in on D2L on March 29.** (150 points)
   (Course Objective 5)

5. edTPA Final. This includes 4 Commentaries, 3 lesson plans, 3 examples of materials, 3 work samples (one must be an assessment). Limit 20 pages as for edTPA. **Hand in in class not on D2L on April 11, 2015. Your score will go into Gradebook on D2L.** Further instructions will be provided in class. One lesson plan should be loaded to Tk20 by April 19, 2015. I will grade that lesson on Tk20. Therefore, these points cannot be recorded until I can see the lesson on Tk20. **(300 points).**
   (Course Objective 5)

6. Microteaching: Referencing one of the above mentioned lesson segments, teach the class for 15 minutes. You should use a strategy from one of the segments. Please read the rubric for the microteaching and take special note that you cannot pass if you spend your time in direct-teaching mode, e.g., lecturing, showing YouTube, PowerPoint. (100 points)
   (Course Objectives 1-7)

7. Video and Reflections: Tape yourself twice for ten minutes during your field experience. Upload to YouTube. Copy URL for YOUR YouTube into dialogue box on D2L. Write a one-page reflection for each. Instructions for doing this are located under News in D2L. Date will be open until April 19, 2015. (100 points each)
(Course Objectives 5 and 8)

8. Load one lesson segment to Tk20. This is a Key Assessment for your degree. Date will be open until April 19, 2015. (50 points)
(Course Objective 5)

| Assignment | Value | Assessment Tool | Due Date |
|---|---|---|---|
| Attendance and Participation | 100 points | Presence and evidence that you have done your reading | |
| Discussion Boards | 6@50 points | Professor's Judgment | |
| Micro-Teaching | 100 points | Rubric on D2L | |
| Reflection Papers | 5@ 20 points | Professor's Judgment | |
| edTPA Practice Tasks 1, 2, 3 | 150 points | edTPA Rubrics | |
| edTPA Final | 300 points | Rubrics from edTPA Professor Reviews | |
| Video and Reflections | 200 points | Professor's Judgment | |
| Tk 20 | 50 points | Professor Check Rubric | |

Total of 1300 points on all activities.

**Grading Policy**:
A = 90% -100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below

# CLASS OUTLINE

| Class Session | To Prepare for Class | Class Topics | Assignments Due |
|---|---|---|---|
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## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Huss, Robyn |
|---|---|---|
| Department | College | Originator |

**Action**

(•) Add ( ) Modify ( ) Delete

**Modifications**

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [x] See Comments Senate Action Item (See Procedure)

**Course Details**

| SEED | 6263 | Instructional Strategies for Science Education in Secondar |
|---|---|---|
| Prefix | Number | Course Title |

This course is designed for investigation and assessment of and research in the teaching of science with implications for strategies and curricular needs at the secondary level.

Course Catalog Description

| 2 | 0 | 2 | Fall - 2015 | Yearly | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

Admission to TEP and successful completion of SEED 6111 and SEED 7291

**Corequisites**

SEED 6260

**Rationale**

This MAT course has been taught as an additional section of SEED 7263, an advanced strategies course for the MEd program. Because the MAT is designed for initial teaching certification, it is more appropriate for it to be offered as a 6000-level course without "advanced" in the course title. Additionally, having one section of a course for MEd students and a second section for MAT students is confusing for students and causes many registration problems. This 2-credit course is currently taught embedded in the 3-credit Advanced Strategies course. For purposes of field placement as well as more accurate grading of the course separate from the field experience component, Each SEED 3-credit strategies course is being divided into a 2-credit course with SEED 6260 as a 1-credit field experience corequisite.

**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**

See attached syllabus for details

**College Approvals**

Frank Butts [APPROVED 2015-02-02]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-02-05]
Associate Dean, College of Education

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

**THE UNIVERSITY OF WEST GEORGIA**

**SEED 6263: Instructional Strategies for Science Education in Secondary Schools**

| | |
|---|---|
| Semester Hours | 2 |
| Semester/Year | |
| Time/Location | |
| Instructor | |
| Office Location | |
| Office Hours<br>Online Hours | |
| Telephone | Direct Line:<br>Department Line: 678-839-6530 |
| Email | |
| Online Support | D2L Home Page<br>https://westga.view.usg.edu/<br><br>D2L UWG Online help<br>http://uwgonline.westga.edu/students.php<br><br>D2L 24 hour Help<br>https://d2lhelp.view.usg.edu/<br><br>UWG Distance Learning<br>http://uwgonline.westga.edu/<br><br>Distance Learning Library Services<br>http://libguides.westga.edu/content.php?pid=194430<br><br>Resources for Distance & Off-Campus Students<br>http://libguides.westga.edu/content.php?pid=194459<br><br>Ingram Library Services<br>http://www.westga.edu/library/<br><br>University Bookstore<br>http://www.bookstore.westga.edu/ |

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## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related 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. In addition to the above information the following policies apply to this course.

**Academic Honesty:**

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

**Attendance:**

You are required to attend each of the 6 scheduled Saturday meetings and participate in class each week that we meet online. Absences will not be excused without documentation of an emergency.

**Americans with Disabilities Act:**

The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

**Extra Credit:**

Extra credit will not be available in this course. Please do your best work on the assigned activities.

**Late Work:**

Papers and projects submitted after the due date will have a full letter-grade reduction for each day they are late. The course outline lists all assignments and due dates.

**Professional Conduct:**

As teachers you have made a commitment to the education profession. As such, you should conduct yourself at all times in a professional manner. Please plan on actively participating in all course activities, reflecting on and discussing your teaching profession, and developing collegial, supportive relationships with your fellow teachers. The use of computers, cell phones, tablets, and other devices for non-course related activities during our face-to-face class meetings is unprofessional. Please step outside the room to take an important call or answer an emergency message.

**Student Email Policy:**

The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. **Please do not use the email function in CourseDen to contact your instructor.** You will receive a faster response by emailing my jedelman@westga.edu address directly.

**UWG Cares:**

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**APPROACHES TO INSTRUCTION**

This course will use interactive direct instruction, small group discussion, peer editing and feedback, and writing across the curriculum as strategies. Of special focus will be the strategies of inquiry- and argumentation-based instruction.

This course will be delivered partially online. This requires the online equivalent of 790 (minutes of instruction (seat-time) and an additional 1580 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

| Activity | Instructional Equivalent |
|---|---|
| Online assignments & activities | 1580 minutes |

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

The remainder of the class will be delivered face-to-face. During this time (1200 minutes) you will be required to participate in activities such as:

| Activity | Instructional Equivalent |
|---|---|
| Class Discussions | 500 minutes |
| Class Activities | 500 minutes |
| Class Presentations | 200 minutes |

**COURSE OBJECTIVES**

| In teaching this course, it is my goal that you will: | At the end of this course you will be able to: | *InTASC Alignment* |
|---|---|---|
| **1. Investigate** current national projects, issues, practices, and materials in teaching, learning, and formal assessment of middle/secondary science | **Analyze** national projects, issues, practices, and materials in teaching science. | 3, 4, 5, 8, 9, 10 |
| | **Write** lesson plans that include national and state standards with a focus on process and content. | 1, 2, 3, 4, 5, 6, 7, 8 |
| **2. Develop** or extend those strategies and techniques considered most effective for the teaching and formal assessment of science | **Model** effective teaching practices to enhance student learning in mathematics. | 3, 4, 5, 8, 9, 10 |
| | **Demonstrate** effective assessment practices to enhance student learning in mathematics | 6 |
| **3. Develop** skill in the design and use of materials and other media/technology for the teaching and formal assessment of secondary science | **Design** lessons that incorporate appropriate materials and media/technology to improve student learning in science | 1, 2, 3, 4, 5, 7, 8, 10 |
| | **Evaluate** assessment materials for their effectiveness and the quality of data before, during, and after teaching a lesson. | |
| **4. Experience** firsthand a variety of problem solving challenges and develop a repertoire of skills and strategies for teaching and assessing problem solving | **Experiment** with problem solving challenges to develop effective teaching and assessment practices. | 3, 4, 5, 7, 8 |
| **5. Use** knowledge of assessment, assessment techniques, and differentiated assessments to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs. | **Construct** or **adapt** assessments that provide you with a clear understanding of how well the students have met the lesson objectives and/or standards. | 6 |
| | **Improve** existing assessment tools through differentiation to provide information on the learning progress of all students. | |
| **6. Analyze** multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning and differentiation. | **Create or adapt** lessons to include elements of multiculturalism and diversity needs of students. | 1, 2, 3 |
| **7. Read** about, **discuss**, and **prepare** for the Georgia state licensure performance-based assessment. | **Produce** a performance-based portfolio that demonstrates your abilities in lesson planning, lesson delivery, and assessment. | 1-10 |

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s)**

Llewellyn, D. (2013). *Teaching high school science through inquiry and argumentation* (2nd ed.). Thousand Oaks, CA: Corwin.

Educator Preparation Handbook
http://www.westga.edu/ofe/1896_1911.php
(2014-2015), Carrollton, GA: College of Education.

**Suggested Text(s)**

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth. (Alternatively, you may use the 9th ed.; access to an electronic copy is linked on CourseDen.)

**Required Instructional Resource:** Tk20 Subscription
These are available at the University Bookstore or at
http://westga.tk20.com/campustoolshighered/start.do.
*If you have purchased a subscription previously, DO NOT re-subscribe.*
For more information about this resource, see
http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

**Course References**

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.

Baldwin, M. D., Keating, J. F., & Bachman, K. J. (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson.

Cruickshank, D. R., Jenkins, D. B., & Metcalf K.K. (2011). *The act of teaching* (6th ed.).

Danielson, C. (2006). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association of Supervision and Curriculum Development.

*Educator preparation handbook*. (2012-13). Carrollton, GA: UWG College of Education.

Kronowitz, E. L. (2012). *The teacher's guide to success*: *Teaching effectively in today's classrooms*. Upper Saddle River, NJ: Pearson.

Marzano, R, Pickering, D., & Pollock, J. (2004). Classroom instruction that works: Research-based strategies that increase student achievement. Alexandria, VA: Association of Supervision and Curriculum Development.

Radford, C. P. (2013). *Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom.* (3rd ed.). Upper Saddle River, NJ: Pearson.

Savage, T. V., Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, NJ: Pearson.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

**Assignments and core requirements:** Written assignments are final products that will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, you will be expected to demonstrate high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators. Evaluation of written assignments will be accomplished through rubrics, which will be distributed as assignments are given. All assignments must be completed in a typed, double space format, with Times/Times New Roman font, size 12 and 1-inch margins on all sides unless otherwise indicated.

**Course Assignments are due by 1:00 p.m. on the designated date.** Due dates are listed on the course schedule; full instructions for each assignment are posted on CourseDen. Assignments are to be typed and submitted to the appropriate dropbox on CourseDen (except for the Unit Plan which will be turned in on TK20). **Late papers and projects will have their grades reduced by 10% for each day they are late.** Please do not wait until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment. Your Learning Segment must be turned in on Tk20 on the due date in order to receive credit.

**Assignments:** This is a brief overview of how you will demonstrate your learning in this course. Each assignment will have further instructions posted in CourseDen and will be discussed in class.

1. **Course Modules:** The course is divided into 3 modules: Identity, Practice, and Reflection. Each module is further divided into weekly units. The weekly units contain the assigned readings and activities. All weekly unit activities are due on Saturday by 1:00 pm.
2. **Preparation, Participation, and Professionalism:** Attendance and punctuality are required, since much of the value of the course will be through the experiences that occur during our class sessions. You must be present to learn, and to contribute to the learning of others. Active participation is expected, a critical assumption for learning anything more deeply. The pedagogy being advocated and modeled through our course is the belief that our students must commit to, and be involved actively in, the problems and situations being posed. Be involved whether we are meeting face to face or completing an online unit.
3. **Philosophy of Teaching:** You will develop a philosophy of teaching science at the beginning of the course. This philosophy will be revisited at the end of the semester.
4. **Targeted Observations:** In lieu of a weekly field experience journal, you are asked to complete 5 targeted observations in your field experience classroom. Each observation will have a different focus.
5. **Learning Segment:** The capstone assignment for this course is the completion of a learning segment consisting of 5 connected lessons. The lessons should focus on a single concept within the discipline and be inquiry-based. You will turn this in on **Tk20** not CourseDen.

| Assignment | Course Objectives | Points Possible | Assessment Form |
|---|---|---|---|
| 1.Course Modules & Weekly Units | 1, 2, 3, 4, 5, 6 | 1400 (each module =100 points) | Rubric |
| 2. Philosophy of Teaching Science | 1,2 | 200 (125 for 1st part, 75 for second) | Rubric |
| 3. Targeted Observations | 1, 2, 3, 4, 5, | 100 (20 points each x 5 assigned TOs) | Rubric |
| 4. Learning Segment | 2, 3, 4, 6 | 300 | Rubric |

**Evaluation Procedures**

**Grading**

Assignments will be graded by the course instructors based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction.

**Grading scale:**

A = 1800-2000 points B = 1600-1799 points C = 1400-1599 points and F = 1399 or less

## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Huss, Robyn |
|---|---|---|
| Department | College | Originator |

**Action**

○ Add ● Modify ○ Delete

**Modifications**

☑ Prerequisites ☐ Description ☐ Title ☑ Credit ☑ See Comments Senate Action Item (See Procedure)

**Course Details**

| SEED | 7291 | Classroom Instruction and Management |
|---|---|---|
| Prefix | Number | Course Title |

This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

Course Catalog Description

| 2 | | 2 | Fall - 2015 | Every Term | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

Admission to TEP

**Corequisites**

SEED 7291L

**Rationale**

This course is currently taught with SEED 7291L embedded. For purposes of field placement and proper assignment of a university supervisor in Banner/BanWeb as well as more accurate grading of the field experience component of the course, this 3-credit course is being reduced to a 2-credit course to be offered with the 1-credit field experience corequisite. 7291L has not been offered, but will be beginning Fall 2015.

**Planning Info**

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 75

**Comments**

Refer to the attached document for details, which contains the proposed syllabus followed by the current syllabus.

**College Approvals**

Frank Butts [APPROVED 2015-02-03]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-02-05]
Associate Dean, College of Education

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

**THE UNIVERSITY OF WEST GEORGIA**

**SEED 7291 INSTRUCTION AND MANAGEMENT IN THE CLASSROOM**

Semester Hours: 2

Semester/Year:

Time/Location: Online via CourseDen and
One Saturday class session TBA

Instructor:

Email:

Telephone: Direct Line:
Department Line: 678-839-6530
Fax: 678-839-6195

Office:

Office Hours:

## REQUIRED TEXTS AND RESOURCES

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth. (Alternatively, you may use the 9th ed.; access to an electronic copy is linked on CourseDen.)

*Educator preparation handbook*. (2014-15). Carrollton, GA: UWG College of Education.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

## ONLINE SUPPORT

| | |
|---|---|
| Tk20 | For assistance, email tk20@westga.edu |
| CourseDen Home Page | https://westga.view.usg.edu/ |
| CourseDen Help & Troubleshooting | http://uwgonline.westga.edu/ |
| UWG On-Line Learning | http://uwgonline.westga.edu/ |
| Distance Learning Library Services | http://westga.edu/~library/depts/offcampus/ |
| Ingram Library Services | http://westga.edu/library/ |
| University Bookstore | http://www.bookstore.westga.edu |

## COURSE DESCRIPTION

This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.
Prerequisite required: Admission to TEP. Co-requisite required: SEED 7291L.

## COE VISION AND MISSION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards [Interstate New Teacher Assessment and Support Consortium (InTASC)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

This course will be delivered approximately 95 % online. This requires the online equivalent of approximately 1425 minutes of instruction and an additional 2850 minutes of supporting activities. Thus, you should plan to devote a weekly average of 2 hours toward instructional time and an additional 2 hours toward independent work on the supporting activities and assignments.

As such, you will be required to complete the following online activities during this course:

| Activity | Online Instructional Equivalent |
|---|---|
| Discussion posts | 400 minutes |
| Audio/video/instruction | 525 minutes |
| Online assignments | 500 minutes |

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

## COURSE OBJECTIVES

Students will:

1. find and use the Georgia Performance Standards appropriate to their subject area (Georgia Department of Education, 2015);
   (InTASC 7)

2. discuss current theories as they relate to curriculum development (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2009);
   (InTASC 1-2, 5-9)

3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning (Banks & Banks, 2006; Carjuzaa & Kellough , 2013);
(InTASC 1-2, 5-9)

4. design curriculum materials and instruction using a variety of tools, including lesson plans that are based on a variety of models (Cruickshank, Jenkins, & Metcalf, 2012; Dean, Hubbell, Pitler & Stone, 2012; Carjuzaa & Kellough, 2013; Wiggins & McTighe, 2005);
(InTASC 4-8)

5. develop a perspective on key concepts of organizing a classroom and managing student behavior, including the importance of routines and procedures to successful classroom management (Cooper, 2014; Sprick, 2006; Weinstein & Novodvorsky, 2011; Wong, 2009);
(InTASC 3, 9)

6. apply experience from accompanying SEED 7291L in their coursework (InTASC 1-10);

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Academic Honesty:**

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

**Attendance:**

Attendance is required, either in person or online, for all class meetings and field experience dates.

**Disability:**

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

**UWG Cares:**

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Extra Credit:**

There is no extra credit option in this course.

**Late Work:**

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, posted early.

**Professional Conduct:**

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

**Email Policy:**

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

**Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

## INSTRUCTIONAL RESOURCES AND REFERENCES

Banks, J., & Banks, C. (2006). *Multicultural education: Issues and perspectives* (6th ed). Boston, MA: Wiley & Sons.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools.* (10th ed). Boston, MA: Pearson.

Charles, C. M. (2011). *Building classroom discipline* (10th ed.). Boston, MA: Pearson.

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.

*Educator preparation handbook.* (2013-14). Carrollton, GA: UWG College of Education.

Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.

Roberts, P. L., & Kellough, R. O. (2008). *A guide for developing interdisciplinary thematic units* (4th ed.). Upper Saddle River, NJ: Pearson.

Sprick, R. S. (2006*). Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco, CA: Wiley & Sons.

Weinstein, C. S. & Novodvorsky, I. (2011). *Middle and secondary classroom management: Lessons from research and practice* (4th ed.). Boston, MA: McGraw-Hill.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

Wong, H. K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class. Grades that influence your final average include (but may not be limited to) the following:

| | |
|---|---|
| InTASC Reflective Essay | 50 points |
| Classroom Management Plan | 125 points |
| Class Assessment Plan | 75 points |
| Class Brochure | 50 points |
| Discussions | 100 points |
| Reflections | 100 points |
| Lesson Plan | 100 points |
| Exam | 100 points |
| | **700 points TOTAL** |

Class Grade

A = 90 - 100 % of points
B = 80 - 89 % of points
C = 70 - 79 % of points
F = 0 - 69 % of points

**Assignments:**
**Always refer to CourseDen for additional assignment details!**
Assignments are not listed in order; pay attention to due dates!

1. InTASC Reflective Essay Due **on CourseDen and Tk20**. 50 points. *Objectives 1-6.*
   This paper is based upon the ten InTASC Principles. The paper should incorporate a personal reflection on each of the ten principles that demonstrates an understanding of each principle, documents examples of personal and/or field experiences related to each principle, and describes ways in which each principle may be incorporated into future plans for teaching.

2. Classroom Management Plan Due **on CourseDen and Tk20**. 125 points. *Objectives 2, 3, 5, 6.*
   **This is the big-ticket item for the course!** Develop a one-page handout (single-sided) suitable to give to students on the first day of class to ensure that your classroom runs smoothly and has an atmosphere that is safe, positive, and conducive to the learning process. It should outline your policies for class procedures for teachers and students, your class rules, and your consequences.

3. Class Assessment Plan Due **on CourseDen.** 75 points. *Objectives 1-4, 6.*
   Develop a one-page handout (single-sided) suitable to give to students on the first day of class to communicate your grading policy / procedures for make-up work, late work, extra credit, cheating, etc.

4. Class Brochure Due **on CourseDen.** 50 points. *Objectives 2, 3, 5.*
   This will be a professional-looking tri-fold brochure, suitable for giving to parents during Open House. Layout and graphics are important. It should introduce you, your course, and any information you feel parents need at their fingertips: perhaps rules/consequences, grading, your contact information, how parents can help, etc.

5. Discussions. Refer to CourseDen for the ten due dates. 100 points (10 each). *Course Objectives 1-6.*
   There will be ten discussions on CourseDen that coincide with assigned readings and/or your field experiences. Further instructions, including topics to discuss, will be posted on CourseDen.
   For each of the discussions, you should make a minimum of five entries. One entry will be your primary answer to the question(s). The other four should be responses to other students' entries. For this to run smoothly, everyone should post their primary posting before the end of the week, so you all have time at the end of the week to reply to each other.

6. Reflections. Refer to CourseDen for the five due dates. 100 points (20 each). *Course Objectives 1-6.*
   There will be five reflections on CourseDen that coincide with assigned readings and/or your field experiences. Further instructions, including topics, will be posted on CourseDen.
   For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!

7. Lesson Plan. Due **on CourseDen**. 100 points. *Course Objectives 1-4, 6.*
   You will prepare a lesson plan following the UWG lesson plan format provided on CourseDen. Refer to the annotated lesson plan for details that pertain to each element, as well as the scoring rubric.
   The lesson plan should be based on your primary content area (English, social studies, math, science, business, etc.). If you plan ahead, it could be a lesson that you are able to teach during your field experience. You should plan the lesson, receive feedback from your cooperating teacher, teach it, and revise it as necessary before turning it in.

8. Final Exam and Answer Key. Due **on CourseDen.** 100 points. *Objectives 1-5.*
   Develop a 100-point test suitable for this college class. You decide the number of questions, point values, layout, order, directions, etc. Your grade will be based primarily on how well you follow the test-making directions, but the answers are important too. This semester final exam will test your knowledge of *Classroom Teaching Skills* chapters 1, 2, 5, 6, 8, 9, 10, class discussions, and assignments.

## Tentative Schedule

This is a general plan for this course. Be aware that this schedule may change as the semester progresses! Any/all changes will be reflected in the weekly assignment postings on CourseDen.

| Dates | Course Topics | Readings and Viewings | Homework (usually due the following Sunday by midnight) |
|---|---|---|---|
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**THE UNIVERSITY OF WEST GEORGIA**

**SEED 7291 INSTRUCTION AND MANAGEMENT IN THE CLASSROOM**

Semester Hours: 3

Semester/Year:

Time/Location: Online via CourseDen and
One campus meeting, TBA;
Field Placement: Tues and Thurs (or equivalent), ~8am-4pm

Instructor:

Email:

Telephone: Direct Line:
Department Line: 678-839-6530
Fax: 678-839-6195

Office:

Office Hours:

## REQUIRED TEXTS AND RESOURCES

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth. (Alternatively, you may use the 9th ed.; access to an electronic copy is linked on CourseDen.)

*Educator preparation handbook*. (2014-15). Carrollton, GA: UWG College of Education.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

## ONLINE SUPPORT

| | |
|---|---|
| Tk20 | For assistance, email tk20@westga.edu |
| Education Wiki | www.educationlabsatuwg.wikispaces.com |
| CourseDen Home Page | https://westga.view.usg.edu/ |
| CourseDen Help & Troubleshooting | http://uwgonline.westga.edu/ |
| UWG On-Line Learning | http://uwgonline.westga.edu/ |
| Distance Learning Library Services | http://westga.edu/~library/depts/offcampus/ |
| Ingram Library Services | http://westga.edu/~library/info/library.shtml |
| University Bookstore | http://www.bookstore.westga.edu |

## COURSE DESCRIPTION

**Pre-requisites: College of Education field experience documentation required and admission to Teacher Education program.** This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

## COE VISION AND MISSION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards [Interstate New Teacher Assessment and Support Consortium (InTASC)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

This course will be delivered approximately 95 % online. This requires the online equivalent of approximately 2850 minutes of instruction and an additional 5700 minutes of supporting activities. Thus, you should plan to devote a weekly average of 3 hours toward instructional time and an additional 6 hours toward independent work on the supporting activities and assignments.

As such, you will be required to complete the following online activities during this course:

| Activity | Online Instructional Equivalent |
|---|---|
| Discussion posts | 800 minutes |
| Audio/video instruction | 1050 minutes |
| Online assignments | 1000 minutes |

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

## COURSE OBJECTIVES

Students will:

1. find and use the Georgia Performance Standards appropriate to their subject area (Georgia Department of Education, 2002);
   (*Inquisitive, Knowledgeable, INTASC 7*)

2. discuss current theories (e.g., learning styles, multiple intelligences) as they relate to curriculum development (Cruickshank, Jenkins, & Metcalf, 2009);
   *(Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10)*

3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning (Banks & Banks, 2006; Carjuzaa & Kellough , 2013);
   *(Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10)*

4. design curriculum materials and instruction using a variety of tools, e.g., traditional tests, rubrics (Cruickshank, Jenkins, & Metcalf, 2012; Dean, Hubbell, Pitler & Stone, 2012; Carjuzaa & Kellough, 2013); *(Decisive, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8)*

5. develop a perspective on key concepts of organizing a classroom and managing student behavior by reading and role playing (Sprick, 2006; Weinstein & Novodvorsky, 2011); *(Decisive, Knowledgeable, Empathetic; INTASC 5, 10)*

6. analyze the importance of routines and procedures to successful classroom management (Sprick, 2006; Winstein, 2007); *(Decisive, Knowledgeable, Empathetic; INTASC 5, 10)*

7. develop lesson plans based on a variety of models (Cruickshank, Jenkins, & Metcalf, 2009, Wiggins & McTighe, 2005). *(Decisive, Knowledgeable, Culturally Sensitive; INTASC 1, 4, 7)*

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Academic Honesty:**

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

**Attendance:**

Attendance is required, either in person or online, for all class meetings and field experience dates.

**Disability:**

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

**UWG Cares:**

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Extra Credit:**

There is no extra credit option in this course.

**Late Work:**

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, posted early.

**Professional Conduct:**

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

**Email Policy:**

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.
**Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

## INSTRUCTIONAL RESOURCES AND REFERENCES

Banks, J., & Banks, C. (2006). *Multicultural education: Issues and perspectives* (6th ed). Boston, MA: Wiley & Sons.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools.* (10th ed). Boston, MA: Pearson.

Charles, C. M. (2011). *Building classroom discipline* (10th ed.). Boston, MA: Pearson.

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.

*Educator preparation handbook.* (2013-14). Carrollton, GA: UWG College of Education.

Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.

Roberts, P. L., & Kellough, R. O. (2008). *A guide for developing interdisciplinary thematic units* (4th ed.). Upper Saddle River, NJ: Pearson.

Sprick, R. S. (2006*). Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco, CA: Wiley & Sons.

Weinstein, C. S. & Novodvorsky, I. (2011). *Middle and secondary classroom management: Lessons from research and practice* (4th ed.). Boston, MA: McGraw-Hill.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

Wong, H. K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

**Evaluation and Grading:**

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class. Grades that influence your final average include (but may not be limited to) the following:

| | |
|---|---|
| Field Experience Evaluations by cooperating teacher | |
| Dispositions | 25 points |
| Intern Keys II | 25 points |
| InTASC Reflective Essay | 50 points |
| Classroom Management Plan | 125 points |
| Class Assessment Plan | 75 points |
| Class Brochure | 50 points |
| Discussions | 100 points |
| Reflections | 100 points |
| Lesson Plan | 100 points |
| Exam | 100 points |
| | **750 points TOTAL** |

Class Grade

A = 90 - 100 % of points
B = 80 - 89 % of points
C = 70 - 79 % of points
F = 0 - 69 % of points

**Assignments:**
**Always refer to CourseDen for additional assignment details!**
Assignments are not listed in order; pay attention to due dates!

1. Field Experience Evaluations. **Due Feb 20 on Tk20 by cooperating teacher.** 50 points. *Objectives 1-7.*
   Intern Keys and Dispositions rubrics are found in the Field Experience Information folder on the CourseDen homepage and on Tk20. Two copies should be printed at the beginning of the semester for reference: one for yourself and one for your cooperating teacher. The information on the Intern Keys will guide what you do during the six-week time you are in the classroom. **The cooperating teacher must complete both the Intern Keys and the Disposition Rubrics on Tk20 by the end of your field experience and you must verify that to get your credit**! He or she should receive information from Stephanie Siegel (tk20@westga.edu, 678-839-6104) about how to do that.
   At least twice, you should teach all or part of a lesson, under the guidance of the cooperating teacher. Your cooperating teacher will observe you teaching and working with students throughout your field experience, and those observations will influence his or her evaluations of you on Tk20.
   **Note: The field experience is a key component of this course. Failure to successfully complete the field experience will result in an F for the course, regardless of other grades.**

2. InTASC Reflective Essay Due **Apr 19 on CourseDen and Tk20**. 50 points. *Objectives 1- 7.*
   This paper is based upon the ten InTASC Principles. The paper should incorporate a personal reflection on each of the ten principles that demonstrates an understanding of each principle,

documents examples of personal and/or field experiences related to each principle, and describes ways in which each principle may be incorporated into future plans for teaching.

3. Classroom Management Plan Due **March 8 on CourseDen and Tk20**. 125 points. *Objectives 2-6.*
   **This is the big-ticket item for the course!** Develop a one-page handout (single-sided) suitable to give to students on the first day of class to ensure that your classroom runs smoothly and has an atmosphere that is safe, positive, and conducive to the learning process. It should outline your policies for class procedures for teachers and students, your class rules, and your consequences.

4. Class Assessment Plan Due **Feb 8 on CourseDen.** 75 points. *Objectives 3, 5, 6.*
   Develop a one-page handout (single-sided) suitable to give to students on the first day of class to communicate your grading policy / procedures for make-up work, late work, extra credit, cheating, etc.

5. Class Brochure Due **Mar 29 on CourseDen.** 50 points. *Objectives 3, 5, 6.*
   This will be a professional-looking tri-fold brochure, suitable for giving to parents during Open House. Layout and graphics are important. It should introduce you, your course, and any information you feel parents need at their fingertips: perhaps rules/consequences, grading, your contact information, how parents can help, etc.

6. Discussions. Refer to CourseDen for the ten due dates. 100 points (10 each). *Course Objectives 1-7.*
   There will be ten discussions on CourseDen that coincide with assigned readings and/or your field experiences. Further instructions, including topics to discuss, will be posted on CourseDen.
   For each of the discussions, you should make a minimum of five entries. One entry will be your primary answer to the question(s). The other four should be responses to other students' entries. For this to run smoothly, everyone should post their primary posting before the end of the week, so you all have time at the end of the week to reply to each other.

7. Reflections. Refer to CourseDen for the five due dates. 100 points (20 each). *Course Objectives 1-7.*
   There will be five reflections on CourseDen that coincide with assigned readings and/or your field experiences. Further instructions, including topics, will be posted on CourseDen.
   For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!

8. Lesson Plan. Due **Apr 12 on CourseDen**. 100 points. *Course Objectives 1, 2, 3, 4, 7.*
   You will prepare a lesson plan following the UWG lesson plan format provided on CourseDen. Refer to the annotated lesson plan for details that pertain to each element, as well as the scoring rubric.
   The lesson plan should be based on your primary content area (English, social studies, math, science, business, etc.). If you plan ahead, it could be a lesson that you are able to teach during your field experience. You should plan the lesson, receive feedback from your cooperating teacher, teach it, and revise it as necessary before turning it in.

9. Final Exam and Answer Key. Due **Apr 24 on CourseDen.** 100 points. *Objectives 1-7.*
   Develop a 100-point test suitable for this college class. You decide the number of questions, point values, layout, order, directions, etc. Your grade will be based primarily on how well you follow the test-making directions, but the answers are important too. This semester final exam will test your knowledge of *Classroom Teaching Skills* chapters 1, 2, 5, 6, 8, 9, 10, class discussions, and assignments.

## Tentative Schedule

This is a general plan for this course. Be aware that this schedule may change as the semester progresses! Any/all changes will be reflected in the weekly assignment postings on CourseDen.

| Dates | Course Topics | Readings and Viewings | Homework (usually due the following Sunday by midnight) |
|---|---|---|---|
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## Course Update Request (Add, Delete, Modify)

**Originator**

| Leadership and Instruction | College of Education | Huss, Robyn |
|---|---|---|
| Department | College | Originator |

**Action**: (•) Add ( ) Modify ( ) Delete

**Modifications**: [ ] Prerequisites [ ] Description [ ] Title [ ] Credit [x] See Comments — Senate Action Item — (See Procedure)

**Course Details**

SEED 6264 — Instructional Strategies for Mathematics Education in Secc
Prefix / Number / Course Title

This course is designed for investigation and assessment of and research in the teaching of mathematics with implications for strategies and curricular needs at the secondary level.

Course Catalog Description

| 2 | 0 | 2 | Fall - 2015 | Yearly | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

Admission to TEP and successful completion of SEED 6111 and SEED 7291

**Corequisites**

SEED 6260

**Rationale**

This MAT course has been taught as an additional section of SEED 7264, an advanced strategies course for the MEd program. Because the MAT is designed for initial teaching certification, it is more appropriate for it to be offered as a 6000-level course without "advanced" in the course title. Additionally, having one section of a course for MEd students and a second section for MAT students is confusing for students and causes many registration problems. This 2-credit course is currently taught embedded in the 3-credit Advanced Strategies course. For purposes of field placement as well as more accurate grading of the course separate from the field experience component, Each SEED 3-credit strategies course is being divided into a 2-credit course with SEED 6260 as a 1-credit field experience corequisite.

**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**

See attached syllabus for details

**College Approvals**

Frank Butts [APPROVED 2015-02-02]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-02-05]
Associate Dean, College of Education

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

**Final Approval**

Myrna Gantner [REQUIRED]
Final Approver

**THE UNIVERSITY OF WEST GEORGIA**

**SEED 6264: Instructional Strategies for Mathematics Education in Secondary Schools**

Semester Hours: 2

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Online Support:

D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

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

## COURSE DESCRIPTION:

This course is designed for investigation and assessment of and research in the teaching of mathematics with implications for strategies and curricular needs at the secondary level. Pre-requisites required: Admission to TEP and successful completion of SEED 6111 and SEED 7291. Co-requisite required: SEED 6260.

## COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

## COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

## Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Social Studies (NCSS)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related 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. In addition to the above information the following policies apply to this course.

**Academic Honesty:**

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

**Attendance:**

You are required to attend each of the 6 scheduled Saturday meetings and participate in class each week that we meet online. Absences will not be excused without documentation of an emergency.

**Americans with Disabilities Act:**

The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

**Extra Credit:**

Extra credit will not be available in this course. Please do your best work on the assigned activities.

**Late Work:**

Papers and projects submitted after the due date will have a full letter-grade reduction for each day they are late. The course outline lists all assignments and due dates.

**Professional Conduct:**

As teachers you have made a commitment to the education profession. As such, you should conduct yourself at all times in a professional manner. Please plan on actively participating in all course activities, reflecting on and discussing your teaching profession, and developing collegial, supportive relationships with your fellow teachers. The use of computers, cell phones, tablets, and other devices for non-course related activities during our face-to-face class meetings is unprofessional. Please step outside the room to take an important call or answer an emergency message.

**Student Email Policy:**

The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. **Please do not use the email function in CourseDen to contact your instructor.** You will receive a faster response by emailing my jedelman@westga.edu address directly.

**UWG Cares:**

If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

## APPROACHES TO INSTRUCTION

This course will use interactive direct instruction, small group discussion, peer editing and feedback, and writing across the curriculum as strategies. Of special focus will be the strategies of problem-based and discourse instruction.

This course will be delivered partially online. This requires the online equivalent of 790 (minutes of instruction (seat-time) and an additional 1580 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

| Activity | Instructional Equivalent |
|---|---|
| Online assignments & activities | 1580 minutes |

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

The remainder of the class will be delivered face-to-face. During this time (1200 minutes) you will be required to participate in activities such as:

| Activity | Instructional Equivalent |
|---|---|
| Class Discussions | 500 minutes |
| Class Activities | 500 minutes |
| Class Presentations | 200 minutes |

## COURSE OBJECTIVES

| *In teaching this course, it is my goal that you will:* | *At the end of this course you will be able to:* | *InTASC Alignment* |
|---|---|---|
| **1. Investigate** current issues, practices, and materials in teaching, learning, and formal assessment of middle school mathematics | **Analyze** national projects, issues, practices, and materials in teaching mathematics. | 3, 4, 5, 8, 9, 10 |
| | **Write** lesson plans that include national and state standards with a focus on process and content. | 1, 2, 3, 4, 5, 6, 7, 8 |
| **2. Develop** or **extend** those strategies and techniques considered most effective for the teaching and assessing of secondary mathematics | **Model** effective teaching practices to enhance student learning in mathematics. | 3, 4, 5, 8, 9, 10 |
| | **Demonstrate** effective assessment practices to enhance student learning in mathematics | 6 |
| **3. Develop** skill in the design and use of manipulative materials and other media/technology for the teaching and assessing of mathematics | **Design** lessons that incorporate appropriate materials and media/technology to improve student learning in mathematics. | 1, 2, 3, 4, 5, 7, 8, 10 |
| | **Evaluate** assessment materials for their effectiveness and the quality of data before, during, and after teaching a mathematics lesson. | |
| **4. Experience** firsthand a variety of problem solving challenges and develop a repertoire of skills and strategies for teaching and assessing problem solving | **Experiment** with problem solving challenges to develop effective teaching and assessment practices. | 3, 4, 5, 7, 8 |
| **5. Use** knowledge of assessment, assessment techniques, and differentiated assessments to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs. | **Construct** or **adapt** assessments that provide you with a clear understanding of how well the students have met the lesson objectives and/or standards. | 6 |
| | **Improve** existing assessment tools through differentiation to provide information on the learning progress of all students. | |
| **6. Analyze** multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning and differentiation. | **Create or adapt** lessons to include elements of multiculturalism and diversity needs of students. | 1, 2, 3 |
| **7. Read** about, **discuss**, and **prepare** for the Georgia state licensure performance-based assessment. | **Produce** a performance-based portfolio that demonstrates your abilities in lesson planning, lesson delivery, and assessment. | 1-10 |

## TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Texts:

Posamentier, A. S. and Smith, B. S. (2015). *Teaching secondary mathematics: Techniques and enrichment units*. Boston, MA: Pearson Education

Johnson, D. (1990). *Every minute counts: Making your math class work.* Dale Seymour Publications

Additional assigned articles will be linked on CourseDen.

**Required Instructional Resource:** Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
*If you have purchased a subscription previously, DO NOT re-subscribe.*
For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

### Course References:

Bieda, K., Knuth, E., Ellis, A., & Zbiek, R. M. (2012). *Developing essential understanding of proof and proving for teaching mathematics in grades 9-12* (p. 102). Reston, VA: National Council of Teachers of Mathematics.

Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI mathematics. *Journal of Children's Mathematical Behavior*, *1*, 7–26.

Gillies, R. (2011). Promoting thinking, problem-solving and reasoning during small group discussions. *Teachers & Teaching*, *17*(1), 73–89.

Hillyard, C. (2007). Using popular culture to teach quantitative reasoning. *PRIMUS*, *17*.

Hollebrands, K. F., Laborde, C., & Straber, R. (2008). Technology and the learning of geometry at the secondary level. In M. . Heid & G. W. Blume (Eds.), *Research on Technology and the Teaching and Learning of Mathematics: Vol. 1. Research Syntheses* (Vol. 1, pp. 155–205). Charlotte NC: Information Age Publishing.

Imm, K., & Stylianou, D. a. (2012). Talking mathematically: An analysis of discourse communities. *The Journal of Mathematical Behavior*, *31*(1), 130–148. doi:10.1016/j.jmathb.2011.10.001

Kasten, S. E., & Sinclair, N. (2009). Using dynamic geometry software in the mathematics classroom: A study of teachers' choices and rationales. *International Journal for Technology in Mathematics Education*, *16*(4), 133–143.

Lloyd, G. M., Beckmann, S., & Zbiek, R. M. (2010). *Developing essential understanding of functions for teaching mathematics in grades 9-12* (p. 109). Reston, VA: National Council of Teachers of Mathematics.

Mertler, C. (2012). *Action research: Improving schools and empowering educators* (3rd ed.). Thousand Oaks, CA: Sage Publications.

National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics* (4th ed.,). Reston, VA: National Council of Teachers of Mathematics.

Peck, R., Gould, R., Miller, S., & Zbiek, R. M. (2013). *Developing essential understanding of statistics for teaching mathematics in grades 9-12* (p. 122). Reston, VA: National Council of Teachers of Mathematics.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, *15*(2), 3–14. doi:10.3102/0013189X015002004

Sinclair, N., Pimm, D., Skelin, M., & Zbiek, R. M. (2012). *Developing essential understanding of geometry for teaching mathematics in grades 9-12* (p. 109). Reston, VA: National Council of Teachers of Mathematics.

Sinclair, N., Healy, L., & Sales, C. O. R. (2009). Time for telling stories: narrative thinking with dynamic geometry. *Zdm*, *41*(4), 441–452. doi:10.1007/s11858-009-0180-x

Skemp, R. R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher*, *26*(3), 9–15.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework:** This course provides students an opportunity to gain knowledge about current research and practices in teaching secondary mathematics. Students will also be provided the opportunity to apply this knowledge through designing a unit that employs current best practices in secondary mathematics and enacting two lessons from the unit plan in class. As the students progress through the course, they are expected to demonstrate achievement in several areas related to the College of Education conceptual framework.

First, students must demonstrate that they are *knowledgeable* in mathematical content knowledge and pedagogical content knowledge: selecting appropriate mathematical content, designing activities that build conceptual and procedural understanding in mathematics, gathering resources for those activities, and enacting the lessons (Assignments 1-5). Second, student must also demonstrate that they are *reflective decision makers* who can appropriately apply their understanding of mathematics to lesson design and enactment (Assignments 1-5). Third, students are expected to be *leaders* who are *adaptive, collaborative, culturally sensitive, empathetic, proactive,* and *reflective* as they consider the needs of their students and how they apply and gain knowledge in this setting (Assignments 1-5). Lastly, as they gain and apply this knowledge in their experiences and then compare this knowledge to their previous knowledge in mathematics content and pedagogy, students gain an appreciation for appropriate mathematics instruction and consequently commit to *lifelong learning* (Assignments 1-5).

**Assignments and core requirements:** Written assignments are final products that will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, you will be expected to demonstrate high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators. Evaluation of written assignments will be accomplished through rubrics, which will be distributed as assignments are given. All assignments must be completed in a typed, double space format, with Times/Times New Roman font, size 12 and 1-inch margins on all sides unless otherwise indicated.

**Course Assignments are due by 1:00 p.m. on the designated date.** Due dates are listed on the course schedule; full instructions for each assignment are posted on CourseDen. Assignments are to be typed and submitted to the appropriate dropbox on CourseDen (except for the Unit Plan which will be turned in on TK20). **Late papers and projects will have their grades reduced by 10% for each day they are late.** Please do not wait until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment. Your Learning Segment must be turned in on Tk20 on the due date in order to receive credit.

**Assignments:** This is a brief overview of how you will demonstrate your learning in this course. Each assignment will have further instructions posted in CourseDen and will be discussed in class.

1. **Course Modules:** The course is divided into 3 modules: Identity, Practice, and Reflection. Each module is further divided into weekly units. The weekly units contain the assigned readings and activities. All weekly unit activities are due on Saturday by 1:00 pm.
2. **Preparation, Participation, and Professionalism:** Attendance and punctuality are required, since much of the value of the course will be through the experiences that occur during our class sessions. You must be present to learn, and to contribute to the learning of others. Active participation is expected, a critical assumption for learning anything more deeply. The pedagogy being advocated

and modeled through our course is the belief that our students must commit to, and be involved actively in, the problems and situations being posed. Be involved whether we are meeting face to face or completing an online unit.

3. **Philosophy of Teaching:** You will develop a philosophy of teaching science at the beginning of the course. This philosophy will be revisited at the end of the semester.
4. **Targeted Observations:** In lieu of a weekly field experience journal, you are asked to complete 5 targeted observations in your field experience classroom. Each observation will have a different focus.
5. **Learning Segment:** The capstone assignment for this course is the completion of a learning segment consisting of 5 connected lessons. The lessons should focus on a single concept within the discipline and be inquiry-based. You will turn this in on **Tk20** not CourseDen.

**Evaluation Procedures**

| Assignment | Course Objectives | Points Possible | Assessment Form |
|---|---|---|---|
| 1.Course Modules & Weekly Units | 1, 2, 3, 4, 5, 6 | 1400 (each module =100 points) | Rubric |
| 2. Philosophy of Teaching Mathematics | 1,2 | 200 (125 for 1st part, 75 for second) | Rubric |
| 3. Targeted Observations | 1, 2, 3, 4, 5, | 100 (20 points each x 5 assigned TOs) | Rubric |
| 4. Learning Segment | 2, 3, 4, 6 | 300 | Rubric |

**Evaluation Procedures**

**Grading**

Assignments will be graded by the course instructors based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction.

**Grading scale:**

A = 1800-2000 points B = 1600-1799 points C = 1400-1599 points and F = 1399 or less

| | |
|---|---|
| Class Session 1 | Type of mathematical knowledge for students and teachers |
| Class Session 2 | Challenges mathematics teachers face in today's schools |
| Class Session 3 | Philosophy of Teaching Mathematics |
| Class Session 4 | Standards-Based Mathematics Curricula & Planning Instruction |
| | Designing and teaching effective lessons |
| Class Session 5 | The role of problem solving |
| Class Session 6 | The role of assessment |
| Class Session 7 | The art of asking good questions |
| Class Session 8 | The role of technology |
| Class Session 9 | The role of differentiation |
| Class Session 10 | The role of manipulatives |
| Class Session 11 | Enrichment in secondary mathematics |
| Class Session 12 | Developing a discourse-based mathematics classroom |
| Class Session 13 | Assessment: Assessing the Common Core |
| Class Session 14 | Modifications and Accommodations for the Secondary Mathematics Classroom |
| Class Session 15 | Final Exam |

## Program View Request (Read-Only)

**Originator**

College of Education (College) | Dean's Office COE (Department) | Stanard, Rebecca (Originator)

**Action**

Add | Modify | Deactivate | (•) Terminate | Reactivate

**Modifications**

Program Name | Program Description | (✓) Degree Name | See Modification Details | Senate Information Item | (See Procedure)

**Program Selection**

College: College of Education
Program: Master of Art in Teaching (MATC)
Program Name: Master of Art in Teaching (MATC)
Program Location: Off Campus
Degree Level: Graduate
Degree Name: Master of Art
Effective Semester/Year: Summer 2015

**Modification Details**

UWG is no longer participating in this collaborative. There are no students matriculating through the program and termination of the program will not have an adverse impact on faculty members or staff.

(Max 4000 characters)

**Rationale**

deactivated more than 2 years

(Max 4000 characters)

**Planning Info**

(•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Is this a SACS substantive change? YES (See Policy)

Present or Projected Annual Enrollment: 0

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Frank Butts [APPROVED 2014-12-16]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-01-14]
Associate Dean, College of Education

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

## Program View Request (Read-Only)

**Originator**

College of Education (College) | Dean's Office COE (Department) | Stanard, Rebecca (Originator)

**Action**

Add | Modify | Deactivate | Terminate | Reactivate

**Modifications**

Program Name | Program Description | Degree Name | See Modification Details | Senate Information Item (See Procedure)

**Program Selection**

College of Education (College) | Master of Education with a Major in French Language Teacher Education (MED) (Program)

Master of Education with a Major in French Language Teacher Education (MED) (Program Name) | On Campus (Program Location) | Graduate (Degree Level)

Master of Education (Degree Name) | Summer 2015 (Effective Semester/Year)

**Modification Details**

Program has been deactivated more than 2 years due to low enrollment. There are no students matriculating through the program and termination of the program will not have an adverse impact on faculty members or students.

(Max 4000 characters)

**Rationale**

termination of deactivated program

(Max 4000 characters)

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? YES (See Policy)

Present or Projected Annual Enrollment: 0

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Frank Butts [APPROVED 2014-12-18]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-01-14]
Associate Dean, College of Education

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

## Program View Request (Read-Only)

**Originator**

College of Education (College) | Dean's Office COE (Department) | Stanard, Rebecca (Originator)

**Action**

Add | Modify | Deactivate | ● Terminate | Reactivate

**Modifications**

☑ Program Name | ☐ Program Description | ☐ Degree Name | ☐ See Modification Details | Senate Information Item | (See Procedure)

**Program Selection**

College of Education (College) | Master of Education with a Major in Spanish Language Teacher Education (MED) (Program)

Master of Education with a Major in Spanish Language Teacher Education (MED) (Program Name) | On Campus (Program Location) | Graduate (Degree Level)

Master of Education (Degree Name) | Summer 2015 (Effective Semester/Year)

**Modification Details**

program has been deactivated more than 2 years due to low enrollment. There are no students matriculating through the program and termination of the program will not have an adverse impact on faculty members or students.

(Max 4000 characters)

**Rationale**

terminate deactivated program

(Max 4000 characters)

**Planning Info**

● Library Resources are Adequate

○ Library Resources Need Enhancement

Is this a SACS substantive change? YES (See Policy)

Present or Projected Annual Enrollment: 0

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Frank Butts [APPROVED 2014-12-18]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-01-14]
Associate Dean, College of Education

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

## Program View Request (Read-Only)

**Originator**

College of Education — College
Dean's Office COE — Department
Stanard, Rebecca — Originator

**Action**

Add ○ Modify ○ Deactivate ● Terminate ○ Reactivate

**Modifications**

☑ Program Name ☐ Program Description ☐ Degree Name ☐ See Modification Details — Senate Information Item — (See Procedure)

**Program Selection**

College of Education — College
Master of Education with a Major in Middle Grades Education — Program
Master of Education with a Major in Middle Grades Education — Program Name
On Campus — Program Location
Graduate — Degree Level
Master of Education — Degree Name
Summer — Effective Semester
2015 — Effective Year

**Modification Details**

program has been deactivated more than 2 years due to low enrollment. There are no students matriculating through the program and termination of the program will not have an adverse impact on faculty members or students.

(Max 4000 characters)

**Rationale**

terminate deactivated program

(Max 4000 characters)

**Planning Info**

● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? YES (See Policy)

Present or Projected Annual Enrollment: 0

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Frank Butts [APPROVED 2014-12-18]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-01-14]
Associate Dean, College of Education

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

## Program View Request (Read-Only)

**Originator**

College of Education (College) | Leadership and Instruction (Department) | Nixon, Andy (Originator)

**Action**

Add | Modify | Deactivate | Terminate | Reactivate

**Modifications**

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

**Program Selection**

College: College of Education
Program: Specialist in Education with a Major in Educational Leadership
Program Name: Specialist in Education with a Major in Educational Leadership
Program Location: Off Campus
Degree Level: Graduate
Degree Name: Specialist in Education
Effective Semester/Year: Summer 2015

**Modification Details**

EDLE 8301, 8302, and 8303 (each currently 6 credit hours) are modified to become three credit hour courses.

EDLE 8304, 8305, and 8306 are new Residency courses created from the standards and field experiences that were previously taught in the 6 hour courses (EDLE 8301, 8302, 8303). These new courses are designed for job-embedded learning experiences.

EDLE 8326 is dropped as a required course.

EDLE 8324 is added as a required course. (This course is better aligned to new standards and the state's expectation for new emphasis on ethics).

(Max 4000 characters)

**Rationale**

The Educational Leadership faculty members have been submitting several course revisions during the fall, 2014 semester. The reasons for the changes are as follows:
(1) New educational leadership standards required revision of course learning objectives and titles. The addition of seven new standards calls for more structured definition in the Residency Experiences,
(2) To develop more courses that are available to non-leadership majors and to make the program more marketable to leadership students and faculty. This includes returning the program to its original intent and design as a three-semester program,
(3) To prepare for Georgia's new leadership rule. The rule will include a new Tier One certificate (no degree) and a Tier Two certificate (and Ed. S. degree), and
(4) Results from our curriculum audit indicated a need to revise courses and the program overall.

Attached, please find three program sheets, including a) the original program sheet approval of the UWG leadership program (approved for variable credit between 27-33 credit hours), b) the current program sheet, and c) the proposed program sheet (which will lead into the new Tier One and Tier Two certificates).

We are currently asking for the approval of the program sheet labeled "proposed."

During the fall of 2015, we will be asking for approval of the new Tiered Program with the program beginning in summer of 2016.

Thank you for your consideration.

(Max 4000 characters)

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

**Comments**

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Frank Butts [APPROVED 2015-01-12]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-02-02]
Associate Dean, College of Education

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

ORIGINAL

# University of West Georgia
# Educational Specialist Program
# General Information Sheet

The new specialist program at the University of West Georgia is a performance based program that emphasizes job embedded learning through a coaching model. The program has been approved by both the Georgia Professional Standards Commission and the Georgia Board of Regents. The Educational Specialist Program affords candidates advanced preparation in educational leadership for both school level and system level leadership positions and will result in a Performance Based Leadership Certificate (PL-6) in educational leadership. The main component of the program is a one year field-based residency in which students are provided the opportunity to practice, learn and demonstrate performance while on the job as a school leader. Eighteen semester hours of the program are in the residency and nine hours are in course work for a total of 27 semester hours. The program is designed to be delivered within one year; specifically summer, fall, and spring semesters.

During the residency, students are expected to demonstrate performance within fourteen leadership areas with the support and direction of a Beginning Leader Support Team consisting of a school sponsor, professor, and a coach. In addition, each student is expected to attend four seminars per semester as part of the residence requirements. The culminating requirement of the residency will be the production of a portfolio describing the candidate's performance-based experiences and evaluations. Student performance will be evaluated by the Beginning Leader Support Team. Grades each semester will be issued by the professor.

| Semester 1 (Summer) | | |
|---|---|---|
| EDLE 8301 | Residency I : Class | 3 hours |
| EDLE 8301 | Residency I: Field Experience | 3 hours |
| EDLE 7385 | Special Topics | 3 hours |
| **Semester 2 (Fall)** | | |
| EDLE 8302 | Residency II: Class | 3 hours |
| EDLE 8302 | Residency II: Field Experience | 3 hours |
| EDLE 7394 | Educational Workshop | 3 hours |
| **Semester 3 (Spring)** | | |
| EDLE 8303 | Residency III: Class | 3 hours |
| EDLE 8303 | Residency III: Field Experience | 3 hours |
| EDLE 8326 | Policy | 3 hours |

Ed.S. cohorts will start only in the summer semester. Students finishing the program will qualify for a Performance Based Leadership Certificate (PL-6) with either a school endorsement or a central office endorsement.

Admission requirements include the following:

- A Masters degree from a nationally or regionally accredited institution
- GRE score of at least 900 (minimum of 450 verbal and 450 quantitative)
- Either a clear and renewable certificate (L-5) or a non-renewable certificate (NL-5 or NPL-5) in Administration and Supervision
- Hold a leadership position in a local education agency (LEA)
- Be recommended by the Superintendent in the LEA

A total of 27-33 semester hours of graduate credit must be completed for this degree program. If after an initial assessment of the candidates past graduate studies it is determined that there is a deficiency, candidates may be required to take up to six (6) additional hours of graduate classes to compensate for this deficiency.

Current

**Educational Specialist Degree**
**Educational Leadership Program Sheet**

Name: _____ Student # _____

Home Address: _____

District/Agency: _____ E-mail: _____

School/Department: _____ Supervising Administrator: _____

Present Certification (Field and Level): _____

| Admission Requirements | Completion Requirements |
|---|---|
| _____ Masters with 3.0 gpa | _____ Graduation Forms |
| _____ System Partnership/Approval Form | _____ Portfolio Review/Capstone |
| _____ Teaching certificate (level 5) | _____ GACE |
| _____ Personal enrichment admission | |

| | Hrs | Gr | Semester Planned | Transfer/Sub |
|---|---|---|---|---|
| **PSC Pre-Service Leadership Requirements or Leadership Degree** | 6 | | | |
| EDLE 6316 School Law and Ethics | 3 | | | |
| EDLE 8314 Local School Leadership | 3 | | | |
| **I. Leadership Core Content** | 12 | | | |
| EDLE 8312 School Finance | 3 | | | |
| EDLE 8313 Leadership for Improving Schools | 3 | | | |
| EDLE 8326 Politics and Policy in Education | 3 | | | |
| EDLE 8329 School Leadership in a Pluralistic and Diverse Society | 3 | | | |
| **II. Performance-Based Residency for Leadership Positions** | 18 | | | |
| EDLE 8301 Leadership Residency I | 6 | | | |
| EDLE 8302 Leadership Residency II | 6 | | | |
| EDLE 8303 Leadership Residency III | 6 | | | |
| **Total Program** | 30 | | | |

**PROGRAM NOTES**

1. Regular admission requires a Leadership degree OR completion of PSC Pre-Service Requirements.
2. Each candidate will complete all of the Leadership Core Content (I) and the Performance-Based Residency (II).
3. Candidates must serve in a leadership role or position at either the school building or system level that will enable the candidate to fully meet residency requirements. (GAPSC Rule 505.3.58)
4. Candidates must complete Residency Seminar courses EDLE 8301, 8302, and 8303 in sequence.
5. Graduation applications must be submitted to the Office of Graduate Studies by mid-semester of the semester **preceding** graduation.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

Proposed

**Educational Specialist Degree with Certification**
**Educational Leadership Program Sheet**

Name: _____ Student # _____

Home Address: _____

District/Agency: _____ E-mail: _____

School/Department: _____ Supervising Administrator: _____

Present Certification (Field and Level): _____

| Admission Requirements | Completion Requirements |
|---|---|
| _____ Date Admitted: Provisional Admission | _____ Graduation Forms |
| _____ Date Admitted: Regular Admission | _____ Portfolio Review/Capstone |
| _____ Advising Professor Assigned | _____ GACE |

| PLAN OF STUDY | Hrs | Gr | Semester Planned | Transfer/Sub |
|---|---|---|---|---|
| **PSC Pre-Service Leadership Requirements or Leadership Degree** | 6 | | | |
| EDLE 6316 School Law and Ethics | 3 | | | |
| EDLE 8314 Local School Leadership | 3 | | | |
| **I. Leadership Core Content** | 9 | | | |
| EDLE 8312 School Finance | 3 | | | |
| EDLE 8329 School Leadership in a Pluralistic and Diverse Society | 3 | | | |
| EDLE 8324 Ethics in Educational Leadership | 3 | | | |
| **II. Performance-Based Residency Lab** | 9 | | | |
| EDLE 8301 Leadership Residency Lab I | 3 | | | |
| EDLE 8302 Leadership Residency Lab II | 3 | | | |
| EDLE 8303 Leadership Residency Lab III | 3 | | | |
| **III. Performance-Based Residency Courses** | 9 | | | |
| EDLE 8304 Leadership for Organizational Change | 3 | | | |
| EDLE 8305 Effective Management to Promote Student Learning | 3 | | | |
| EDLE 8306 Instructional Leadership for Improving Schools | 3 | | | |
| **Total Program** | 27 | | | |

**PROGRAM NOTES**

1. Regular admission requires a Leadership degree OR completion of PSC Pre-Service Requirements.
2. Candidates must serve in a leadership role or position at either the school building or system level that will enable the candidate to fully meet residency lab requirements. (GAPSC Rule 505.3.58)
3. Candidates must complete Residency Seminar courses EDLE 8301, 8302, and 8303 in sequence.
4. Graduation applications must be submitted to the Office of Graduate Studies by mid-semester of the semester preceding graduation.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

## Program View Request (Read-Only)

**Originator**

College of Education (College) | Leadership and Instruction (Department) | Huss, Robyn (Originator)

**Action**

Add | Modify | Deactivate | Terminate | Reactivate

**Modifications**

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

**Program Selection**

College: College of Education

Program: Master of Arts in Teaching (MAT)

Program Name: Master of Arts in Teaching (MAT)

Program Location: On Campus

Degree Level: Graduate

Degree Name: Master of Arts in Teaching with a Major in Teacher Education

Effective Semester/Year: Fall 2015

**Modification Details**

Refer to the attached document for details concerning changes in SEED MAT program requirements. The document contains the new proposed program sheet, the current program sheet, and a rationale for each change by line item, in that order.

(Max 4000 characters)

**Rationale**

The goal is to provide more relevant courses with an increase in online offerings. Page six of the attached document describes a rationale for each change.

(Max 4000 characters)

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 75

**Comments**

See attached document, which contains the new proposed program sheet, the current program sheet, and a rationale for each change by line item, in that order.

(Max 4000 characters)

**College Approvals**

**Cross Listing Approvals**

Frank Butts [APPROVED 2016-02-03]
Chair, Course Department

Rebecca Stanard [APPROVED 2016-02-05]
Associate Dean, College of Education

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2016-03-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

**Master of Arts in Teaching**
**Secondary Education**
**Plan of Study**

**Name** _____ **Student ID** _____

| Courses | Credits | Semester Planned | Grade |
|---|---|---|---|
| **Professional Education Foundation** | **15** | | |
| 1. SPED 6706 Special Education in the Regular Classroom+ | 3 | | |
| 2. CEPD 6101 Psychology of Classroom Learning+ | 3 | | |
| 3. SEED 6111 Introduction to the Secondary School Field Experience | 0 | | |
| 4. SEED 7291 Instruction and Management in the Classroom+ | 2 | | |
| 5. SEED 7291L Instruction and Management in the Classroom Lab | 1 | | |
| 6. MEDT 6401 Instructional Technology+ | 3 | | |
| 7. EDRS 6342 School and Classroom Assessment+ | 3 | | |
| **Pedagogical Content Courses** | **12** | | |
| 8. SEED 6261 & 6260 Instructional Strategies for English Ed*+ & Lab, or SEED 6262 & 6260 Instructional Strategies for Social Studies Ed*+ & Lab, or SEED 6263 & 6260 Instructional Strategies for Science Ed*+ & Lab, or SEED 6264 & 6260 Instructional Strategies for Mathematics Ed*+ & Lab, or ABED 6537 Methods in Teaching Business Subjects* or PHED 6665 Methods of Teaching K-12 Physical Education* AND PHED 6668 Concepts and Methods in Health Education* or Another approved graduate course in content field instructional strategies* | 3 | | |
| 9. MEDT 7461 Instructional Design+, or EDLE 6316 School Law+, or CURR 6575 Curriculum Trends and Issues+, or SEED 7500 Diverse Classrooms in a Pluralistic Society+, or SEED 7560 Contemporary Issues in Secondary Education+, or SEED 7265 Advanced Instructional Strategies for the 21st Century Classroom+ | 3 | | |
| 10. Graduate course in content area (may take SEED 7265 if not taken for #9) | 3 | | |
| 11. Graduate course in content area | 3 | | |
| **Internship** | **6** | | |
| 12. SEED 7288 Teaching Internship | 3 | | |
| 13. SEED 7289 Teaching Internship Seminar+ | 3 | | |
| **Comprehensive Examination** | **0** | | |
| 14. SEED 6200 Comprehensive Exam for the MAT Program | 0 | | |
| **Total Professional Education Courses** | **33** | | |
| **Courses recommended by advisor as graduation requirements** | **Credits** | **Semester Planned** | |
| | | | |
| | | | |
| | | | |
| | | | |

\+ These courses are taught 95-100% online.
* Strategies course must match primary content area.

**SEE PROGRAM NOTES ON REVERSE SIDE.**

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

**Master of Arts in Teaching**
**Secondary Education**
**Advisement Sheet**

Name: _____ Student ID: _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Email: _____

Phone: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

_____

## Program Notes

1. All candidates must take and pass a field experience orientation the semester prior to enrolling in a course with a field experience component. The orientation is conducted through the course SEED 6111.
2. Students are required to purchase a TK20 account, where all relevant course and program assessment information will be stored.
3. Upon completion of 15 credit hours in the MAT program (or toward the end of the semester of enrollment in the 15th credit hour), candidates will be required to schedule an on-campus dispositional review conference with the SEED program coordinator, a SEED faculty member, and a representative from the Office of Field-Based Preparation. Available time slots for the SEED MAT Review Conference will be posted in advance and filled on a first-come basis. This benchmark must be successfully cleared prior to enrollment in subsequent semesters; an unsatisfactory review may result in a Professional Growth Plan or termination from the program.
4. With the advisor's permission, up to nine semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291, the strategies/methods course(s), SEED 7288, and SEED 7289 must be done at UWG. Candidates must have a 3.0 to enroll in the Internship.
5. Six hours of content has to match the GACE content area exam.
6. Content courses must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement.
7. Students must maintain a cumulative 3.0 GPA in graduate coursework.
8. Students must meet all requirements imposed by the Office of Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
9. All candidates must take and pass a comprehensive examination during their last semester of the program. The exam is administered through the course SEED 6200.
10. It is the candidate's responsibility to apply for graduation in a timely manner.

## Advising Notes

**English Note:** The Georgia Professional Standards Commission requires that all English education majors take or have had a young adult literature course in order to be certified.

**History Note:** The Georgia Professional Standards Commission requires that all history education majors take or have had a Georgia history course in order to be certified.

**Program Sheet**
**Master of Arts in Teaching**

**Name**_____ **Student ID**_____

| Courses | Credits | Semester Planned | Grade |
|---|---|---|---|
| **Professional Education Foundation** | **15** | | |
| 1. SPED 6706 Special Education in the Regular Classroom | 3 | | |
| 2. CEPD 6101Psychology of Classroom Learning | 3 | | |
| 3. SEED 7291 Instruction and Management in the Classroom | 3 | | |
| 4. MEDT 6401 Technology in the Content Areas | 3 | | |
| 5. EDRS 6342 School and Classroom Assessment | 3 | | |
| | | | |
| **Pedagogical Content Courses** | **12** | | |
| 6. SEED 7261Advanced Instructional Strategies for English Ed or *<br>SEED 7262 Advanced Instructional Strategies for Social Studies Ed or *<br>SEED 7263 Advanced Instructional Strategies for Science Ed or *<br>SEED 7264 Advanced Instructional Strategies for Mathematics Ed *<br>PHED 6665 Methods of Teaching K-12 Physical Education<br>PHED 6668 Concepts and Methods in Health Education<br>ABED 6537 Methods in Teaching Business Subjects<br>Or approved graduate course in instructional strategies content field* | 3 | | |
| 7 MEDT 7461 Instructional Design, or EDLE6316 School Law, or EDLE6322 Curriculum for Ed Leaders | 3 | | |
| 8. Graduate course in content area | 3 | | |
| 9. Graduate course in content area | 3 | | |
| | | | |
| **Internship** | **6** | | |
| 10. SEED 7288 Teaching Internship &<br>11. SEED 7289 Teaching Internship Seminar<br><br>or 6 hrs of approved graduate content coursework for non-certification students | 3<br>3 | | |
| **Total Professional Education Courses** | **33** | | |
| | | | |
| **Courses recommended by advisor as pre-entry requirements** | **Credits** | **Semester Planned** | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*Must take Strategies that match primary content area.

**Student Signature**_____ **Date**_____

**Advisor Signature**_____ **Date**_____

**Program Sheet**
**Master of Arts in Teaching**
**Advisement Sheet**

Name:_____Student ID:_____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Email: _____

Phone: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

_____

Admission Requirements

____ GACE Content Area Passed (except for candidates not seeking certification)
____ GACE Basic Skills Passed or exempted
____ Undergraduate GPA of 2.7 for unconditional admission
____ Candidates not seeking certification, see items 6 and 7 on Notes Section, next page.

**Program Sheet**
**Master of Arts in Teaching**

## Program Notes

1. It is the candidate's responsibility to apply for graduation in a timely manner.
2. All candidates must take and pass comprehensive exams during their last semester of the program inside SEED 7289, Seminar.
3. With the advisor's permission, up to 9 semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291, the three credit hour strategies course, and SEED 7288 & SEED 7289 must be done at UWG. Candidates must have a 2.7 to enroll in the Internship.
4. Six hours of content has to match the GACE content area exam.
5. Students must maintain a cumulative 3.0 GPA in graduate coursework.
6. For students not seeking P-12 certification and who desire to teach or coach in junior colleges or senior colleges where certification is not required, the admission requirement to take the GACE is waived. For these students, the admission to the MAT program requires candidates to sign a statement indicating that they acknowledge that this degree will not lead to certification. See next page.
7. Students not seeking certification will be allowed to substitute six hours of advisor approved coursework for the Internship requirement.
8. Students with a 2.0-2.49 GPA may be admitted to take graduate coursework under Personal Enrichment status. They must maintain a 3.0 GPA to remain in graduate coursework and to be eligible for admissions to the MAT program.

## Advising Notes

**History Note:** The Georgia Professional Standards Commission requires that candidates in History majors take or have had a Georgia history course.

**English Note:** The Georgia PSC requires that all English education majors take a course in young adult literature in order to be certified.

Master of Arts in Teaching
Secondary Education
Rationale for Program Revision Spring 2015

Professional Education Foundation

1. This line item (SPED 6706) remains unchanged.
2. This line item (CEPD 6101) remains unchanged.
3. This line item (SEED 6111) is a new 0-cr course as a prerequisite for any course that has a field experience component. Refer to the specific course add request for more details.
4. This line item (SEED 7291) is the same content, split into a 2-cr course and a 1-cr lab; numbers 4 and 5 on the new program sheet correlate to number 3 on the old program sheet.
5. See above.
6. This line item (MEDT 6401) remains unchanged from number 4 on the old program sheet.
7. This line item (EDRS 6342) remains unchanged from number 5 on the old program sheet.

Pedagogical Content Courses

8. These choices remain essentially unchanged from the choices in number 6 on the old program sheet. The SEED Advanced Instructional Strategies courses are being replaced by 2-cr courses with a 1-cr lab corequisite to streamline best-practice approaches to teaching. The 7000-level Advanced Instructional Strategies courses were designed for the MEd program; the 6000-level Instructional Strategies courses reflect a course level and title more appropriate for the MAT initial certification program. Refer to the specific course add requests for more details.
9. These line-item choices have been expanded and updated from the choices in number 7 on the old program sheet.
10. This line item remains unchanged from number 8 on the old program sheet.
11. This line item remains unchanged from number 9 on the old program sheet.

Internship

12. This line item remains unchanged from number 10 on the old program sheet.
13. This line item remains unchanged from number 11 on the old program sheet.

Comprehensive Exam

14. This newly established 0-credit course is being added to the program sheet to ensure that all MAT students are aware of the comprehensive exam component and to formalize this long-standing program requirement.

The advisement page has been updated to reflect current program practices and admissions policies.

# Addendum IV

# CRIM 2000: SURVEY OF CRIMINOLOGY-HONORS
## Course Syllabus, Fall 2015

**Professor:** Mike Johnson, Ph.D.
**Office:** 226 Pafford; **Phone:** (678) 839-6330; **E-mail:** ljohnson@westga.edu
**Department Website:** **http://www.westga.edu/crim/**
**Office Hours**: TBA

**Required Materials:** Articles and other materials will be available electronically.

### More Information on Criminology and Criminal Justice

For more information on criminology/criminal justice, including types of jobs one may get with a criminology degree, information on graduate school, career preparation, and other various links, visit the American Society of Criminology: www.asc41.com and Academy of Criminal Justice Sciences: www.acjs.org. For information on the related fields of forensic science and criminal investigations, visit the American Academy of Forensic Science: www.aafs.org, and the American Academy of Forensic Psychology: www.abfp.com.

### Course Description

This course provides an overview of the field of criminology including the scope of crime, theories of crime, typologies of crime and how criminologists and the criminal justice system respond to crime. There is a large research component in this course.

### Learning Outcomes

1) Critically evaluate the use of criminological theory to explain crime
2) Apply knowledge of research methods to explore an issue in crime or justice
3) Critically evaluate current issues in criminology and criminal justice

### Participation

This is a traditional face-to-face course. Class periods will be used to complete or work on assignments. Many tasks can only be performed in class, making attendance mandatory. While points are not given for attendance directly, participation credit is built into the structure of assignments. As a supplement, CourseDen online instruction tools will be used to share information by means stated by the instructor (e.g. discussion boards, online chats, etc.) and to submit assignments, thereby making the course "paperless."

On the dates identified in the Course Schedule, the class will discuss assigned articles. A list of these articles is attached, and they may be accessed electronically through the UWG Library's databases. (See the Ingram Library home page for helpful links.) Each article must be read prior to class discussion. A two-part short assignment is associated with each article. First, students must post a thoughtful reaction to each article in CourseDen by the due date—24 hours prior to class discussion of the article. Each reaction must be 200-250 words and is worth 3 points.

See the CourseDen Dropbox Folders for directions. (These may be completed as early as you wish.) Second, each student must thoughtfully comment upon each article during class discussion. This is worth an additional 2 points. If a student misses a discussion day due to an excused absence (see Excused Absence Policy), an alternative assignment will be given. A total of eight articles will be covered.

The Course Schedule also shows that two documentary videos will be presented and discussed in class. A two-part short assignment is also associated with each video. After the video is shown in class, each student must post a 200-250 word reaction to the video (worth 3 points) in CourseDen, due 24 hours after the video is presented, and thoughtfully comment upon the video during the next class period (worth 2 points).

IMPORTANT: Excused Absence Policy

An absence is excused only in cases of proven unavoidable and dire circumstances, such as illness and university sponsored events. Students must provide proof of such circumstances, such as an authentic doctor's note or a notice from a university office asking that one be excused. Events that are scheduled ahead of time require that arrangements for make-up work are made with the professor immediately. If an unforeseen emergency makes one absent, the student must make contact with the professor very soon after the incident. In the case of an excused absence, the student is still responsible for making up any missed assignments or other obligations. It is the student's responsibility to provide documented proof of an excusable absence, which the professor will verify. What constitutes an excusable situation is subject to the professor's discretion. An absence, in advance or afterward, will not be excused in situations in which it is simply inconvenient for a student to come to class.

University of West Georgia students are expected to give their courses high priority. One is obligated to be present for all classes throughout the entire semester, including finals week and the days prior to and after breaks. In most cases, it is inappropriate to make plans that conflict with course schedules. With few exceptions, if plans that conflict with the course schedule are made prior to the beginning the course, the student must change those plans. It is students' responsibility, not the professor's, to resolve their scheduling conflicts. For example, work hours, job interviews, and recreational events must be scheduled around class periods and due dates, and time and/or travel conveniences will not be accepted as reasons to finish the semester early.

[The instructor should include in the syllabus a schedule of any course-related events the students may need to plan around.]

.

**Research Portfolio**

Each student will conduct, write up, and present a research study. The professor will provide the class with a data set and help each student choose a topic. The topic must be chosen by the eighth week of class. The project has three main components which are described below: 1) Data Analysis 2) Research Paper 3) Power Point Presentation. All assignments will be submitted in CourseDen. See the Course Schedule for due dates.

***1) Data Analysis***

With assistance from the professor, each student will develop a set of 3-5 research hypotheses. In class, and with hands-on instruction from the professor, each student will perform a data analysis testing these hypotheses using SPSS software. The outputs containing results will be saved and turned in. The results output is worth 25 points.

***2) Research Paper***

This will be a paper reporting on the above data analysis and must contain the sections described below. The paper is worth a total of 100 points and each section will be graded according to the attached rubric. A template for writing the paper will be provided in CourseDen.

Introduction. This is a 1-2 page introduction describing the purpose, importance, and general methodology of the study. This section is worth up to 10 points.

Literature Review. This is a 3-5 page review of past studies on the topic explored in the student's study. Five to seven separate peer-reviewed (scientific) sources must be covered, and they must be approved by the professor. All sources must be cited using American Psychological Association (APA) standards which includes a References section at the end of the paper. This section is worth up to 30 points.

Methods. This is a 2-3 page description of the data analysis and must include 1) Data & Procedures 2) Measures and 3) Analytic Strategy (with hypotheses). This section is worth up to 10 points.

Results. This is a 2-3 page description of the results from analyzing the data and will include at least two Tables. It will be divided into two parts: A description of the variables used in the analysis and the results of testing hypotheses. This section is worth up to 20 points.

Discussion. This is a 2-3 page reflection of the study describing: 1) The results in general 2) How the study compares to the past studies covered in the literature review 3) The implications the study has for theory, future research, and/or social policy/professional practice 4) Limitations of the study and 5) Concluding remarks. This section is worth up to 30 points.

***3) Power Point Presentation***

Each student will create a 10-slide power point outline of the research paper and present it to the class. Each slide must be sufficiently detailed but succinct, and visually appealing. The presentations will be timed for 10-12 minutes and scheduled using a sign-up sheet. This presentation is worth up to 25 points and will be graded according to the attached rubric. The power point slides must be submitted in CourseDen by the due date.

**Turning in Assignments & Academic Integrity**

Regardless of the source of any kind of problem, students must find a way to ensure that their completed assignments are uploaded on time. Simply believing that work has been uploaded will not be an excuse for missing assignments, so students must be sure that the CourseDen record shows that assignments are submitted. The professor must be contacted immediately if unavoidable and dire circumstances prevent the submission of an assignment on time. Verifiable proof beyond a verbal explanation that is was impossible, not just inconvenient, to perform one's duties must be provided. Technological problems, even those associated with CourseDen functioning, will not be accepted as an excuse to fail to turn in work on time. Might include a link to dates when CourseDen is down for maintenance. The instructor should state in the syllabus if an online method such as "TurnItIn" will be used.

Like all courses, this one is covered by UWG's Academic Honesty Policy. Familiarizing oneself with this policy will help avoid plagiarism and other activities that could create serious problems for students. Violations of this policy will be met with sanctions and ignorance of its provisions is not an acceptable excuse. Please read the university policies regarding plagiarism and other forms of academic dishonesty in the student handbook.

Basically, plagiarism is the use of others' words and/or ideas without giving them proper credit, which includes passing another person's paper off as one's own and failing to properly cite a source. Students are responsible for knowing how to properly cite sources—being unfamiliar with a system of citing conventions (such as APA) will not be accepted as an excuse for failure to properly cite sources. For a more precise definition of plagiarism, go to the English Department at http://www.westga.edu/~engdept/Plagiarism/pladef.html.

**Grading**

As an evaluator, I use points and grades to assess only the student's knowledge of the subject matter delivered in a course. I do not *directly* evaluate your behavior. Rather, I directly evaluate how you demonstrate your knowledge of the subject of this course. Neither do I *directly* grade your effort. A great deal of effort on your part is essential in fulfilling the requirements of this course and it increases your chances of getting your desired grade; however it does not guarantee that you get your desired grade. If you are working hard but not receiving the grade(s) you want, you must consider revising your learning strategies for the course and seek assistance from the University's tutoring and/or writing center services. Also, I do not consider hardships in students' lives when I grade their work—I will not "give you a break" because you are going through some tough times. I will make reasonable accommodations for students with excusable problems, but I will not lower standards or decrease the amount of work. Simply put, it is not enough that you struggle in the course; you have to create high quality work as "the bottom line" for evaluation. Please realize that I am evaluating your performance on assignments, not you as a person.

The only way to get a good grade in this course is to do well on the assignments and activities described in this syllabus. I do not give extra assignments to boost grades nor do I curve. If you have grade concerns, you must be proactive and contact me early in the semester about developing your learning strategy, and then throughout the semester for help in studying. Your

final grade is based on the percentage of your total accumulated points out of 200 possible points using the following scale**: 90% + = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% - = F.**

A link to the Common Language for Course Syllabi should be included here.

**[Course Schedule next page]**

**Course Schedule**

***In-Class Activities***

| | |
|---|---|
| W1: Introduction | Discuss Article 1 |
| W2: Discuss Article 2 | Discuss Article 3 |
| W3: Off? | Discuss Article 4 |
| W4: Discuss Article 5 | Discuss Article 6 |
| W5: Discuss Article 7 | Discuss Article 8 |
| W6: View Video 1 | Discuss Video 1 |
| W7: View Video 2 | Discuss Video 2 |
| W8: Intro to SPSS | Data Analysis Demonstration |
| W9: Data Analysis: Preparation | Data Analysis: Measures |
| W10: Data Analysis: Descriptive | Data Analysis: Descriptive |
| W11: Data Analysis: Hypotheses | Data Analyses: Hypotheses |
| W12: Research Paper Workshop | Research Paper Workshop |
| W13: Presentations | Presentations |
| W14: Presentations | Presentations |

***Due Dates:***

| | |
|---|---|
| W1 Date: Article 1 Reaction | |
| W2 Date: Article 2 Reaction | W2 Date: Article 3 Reaction |
| W3 Date: Article 4 Reaction | |
| W4 Date: Article 5 Reaction | W4 Date: Article 6 Reaction |
| W5 Date: Article 7 Reaction | W5 Date: Article 8 Reaction |
| W6 Date: Video 1 Reaction | |

W7 Date: Video 2 Reaction

W12 Date: Data Analysis Output

W14 Date: Power Point Slides

Finals Week Date: Complete Research Paper Due

# Addendum V

February 23, 2015

J. Micheal Crafton, Ph.D.
Provost and Vice President for Academic Affairs
University of West Georgia
1601 Maple Street
Carrollton, GA 30118

Provost Crafton:

At the beginning of the academic year, the Faculty Development Committee received a charge to review the time limits for promotion and tenure and present recommendations to the Provost for consideration. According to *Section 103.0301 Time Limits – Promotion* of the Faculty Handbook,

> "An Assistant Professor shall normally not be considered for promotion to Associate until after 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 his or her fifth year in rank."

Additionally, *Section 103.0402 - Time Limitations* (for Tenure) states,

> "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.
>
> 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…"

In reviewing the time limitations for promotion and tenure, variations among units in the determination as to when a faculty member should "normally" be permitted to submit a dossier became readily apparent. Some units defined "normal" to be at the end of the fourth year, and submission of the dossier would occur at the beginning of the fifth year in rank, with promotion and tenure possibly to be awarded at the beginning of the sixth year. This was found to be the case for the College of Social Sciences and Richards College of Business.

Other units allowed faculty members to submit dossiers "early" (at the beginning of the fifth year) with the demonstration of an "extraordinary record" of teaching, service, and/or scholarship, but defined "normal" to be at the end of the fifth year in rank, and submission would occur at the beginning of the sixth year, with promotion and tenure possibly to occur at the beginning of the seventh year. The colleges/units that followed this pattern included the College of Arts and Humanities, the College of Education, the College of Science and Math, and the School of Nursing. Unfortunately, this places some faculty in an "all-or-none" situation in which they must prove their contributions worthy of the award of promotion and tenure in their final year of eligibility or seek other employment.

In order to make the promotion and tenure process more equitable to faculty members, regardless of the college or unit in which they are employed, it is our recommendation that the university support all eligible faculty members to seek promotion and tenure by submitting a dossier at the beginning of the fifth year in rank. If, after consultation with the appropriate chair or supervisor, the individual faculty member decides that it is in his or her own best interest to forgo submission for an additional year, this would remain the prerogative of the faculty member. The intention of the university should be to retain and promote qualified faculty and provide a more equitable evaluation process across the university community that would support that initiative.

Thank you for your time and consideration of these recommendations.

Michael A. Keim, Chair
Faculty Development Committee

Faculty Development Committee Members

David Boldt
Joan Carlisle
Lisa Connell
Ajith DeSilva
Myrna Gantner
Joe Hendricks
Louis Howe
Mary Kassis
Barbara Kawulich
Charlie Sicignano
Daniel Williams

# Addendum VI

## 107 Dispute Resolution and Grievance Procedures

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the University of West Georgia Ombuds (see section 107.03), the services of the Alternative Dispute Resolution (ADR) Program at the University of West Georgia (see section 107.01) and/or may pursue resolution of disputes through established Grievance Procedures (see section 107.02).

### 107.01 Oversight and Administration of Alternative Dispute Resolution program.

The University of West Georgia ADR program is administered by the University Co-Liaisons for Alternative Dispute Resolution in cooperation and consultation with the Committee on Alternative Dispute Resolution.

**107.0101** The university co-liaisons for ADR will be appointed by the President. One co-liaison will be a member of the staff; the second co-liaison will be a member of the faculty.

The co-liaisons will serve as the first point of contact for any member of the university community who wishes to utilize mediation to pursue resolution of a conflict; screen requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); secure the consent of all parties involved and arrange for an approved neutral or neutrals to mediate the dispute; and maintain all necessary records, forms of consent, and evaluations required during the mediation process.

**107.0102** The Committee on Alternative Dispute Resolution will consist of persons recommended by the co-liaisons and appointed by the President. Every major constituency in the university will be represented on the committee. The committee will meet at least once a semester and participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for faculty, staff, and students; and overseeing all ADR-related tasks requested by the Board of Regents.

**107.0102.1** At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

**107.0103** The Committee on Alternative Dispute Resolution will recruit mediators from the faculty, staff and students at the university. Persons wishing to mediate within the institution should submit a written request to the committee. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the co-liaisons will contact the office of the Consortium on Negotiation and Conflict Resolution (CNCR).

Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia. 53

**107.0104 Requests for Mediation**

Any member of the University Community may request a mediation to resolve disputes with any other member.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.

Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within ten (10) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

**107. 0105 The Mediation Process**

If the co-liaisons have determined that mediation is appropriate, they will appoint a mediator or co-mediators to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator, attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.

B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.

C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.

D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions:

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as “win/win.” In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the co-liaisons only that an agreement was or was not reached

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

**107.0106 Limitations to Mediation**

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

**107.02 Grievance Procedures**

Within ninety days after becoming aware of the grievance, a person having a grievance shall attempt to resolve it at all levels through that of the Provost and Vice President for Academic Affairs before submitting it to the chair on the Subcommittee on Faculty and Staff Grievances.

The initialization of a grievance shall not preclude attempts to resolve a dispute by means of Alternative Dispute Resolution (see Section 107). The person should understand that a committee appointed to hear the grievance functions to study the case and to make recommendations; it is not empowered to reverse decisions.

**107.0201** A person submitting grievance shall follow the stated procedures at each level.

**107.0202 Department Chair (or Supervisor)**

A. The aggrieved person shall first discuss the grievance with the appropriate department chair.

B. If the matter is not resolved at this level, the person should prepare a written statement clearly delineating the grievance, supplying appropriate documentation.

C. Simultaneously, the department chair shall prepare a written statement to justify his or her action.

D. These documents shall be forwarded to the next highest administrative level.

**107.0203 Dean of College (or comparable Administrator)**

A. Upon receipt of the documents, the dean of the college shall review the grievance in consultation, if necessary, with the person involved, the department chair, and/or any other persons who might provide useful information.

B. If the grievance is not resolved at this level, the dean shall prepare a written statement describing his or her actions and justifying his or her decision.

C. The folder of documents including the dean's statement shall be forwarded to the next highest administrative level.

**107.0204 Provost and Vice President for Academic Affairs**

A. The Provost and Vice President shall review all statements concerning the case. He or she may consult with the involved dean, department chair, and faculty or staff member before rendering a decision on the grievance.

B. If the person filing the grievance is not satisfied with the decision, the Vice President shall forward the folder including a written statement of the decision and justification to the chair of the Subcommittee on Faculty and Staff Grievances.

**107.0205 Chair of the Subcommittee on Faculty and Staff Grievances**

A. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Provost and Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the *Faculty Handbook* describing the grievance procedures on campus. The petitioner will be informed that the Faculty and Administrative Staff Personnel Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through channels.

B. Upon receipt of the folio concerning the grievance, the chair of this subcommittee shall consult with the chair of the Faculty and Administrative Staff Personnel Committee. They shall discuss the grievance petition and identify persons who might be best suited to constitute a committee to hear this grievance. The appointed committee shall be constituted in an effort to ensure that the aggrieved person receives a fair and impartial hearing.

1. In most cases, a four-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts & Sciences, one from the College of Business, one from the College of Education, and one from the Library or some other segment of the campus.

2. The chair of the Subcommittee on Faculty and Staff Grievances will contact on an individual basis the persons identified as prospective committee members to determine their willingness to serve and their acceptability (re: impartiality, fairness, absence of conflict of interest). Their service as committee members will also be agreed to by any involved administrators and by the faculty member submitting the grievance.

3. Under normal circumstances, the chair of the Subcommittee on Faculty and Staff Grievances will serve as the chair of each of the grievance hearing committees established.

4. The chair of the Subcommittee on Faculty and Staff Grievances is required to convene meetings to hear given grievance petitions and is responsible for writing the final draft of each committee's report with regard to a given grievance.

C. The Hearing Committee has the authority to conduct inquiries into faculty grievances, to attempt the resolution of these grievances by mediation, and to present to the President (via the appropriate channels) its recommendations for appropriate responses to the grievances it has considered. It is the responsibility of the Hearing Committee to seek to determine whether there is substance to the grievances brought before it and, if so, to attempt to resolve these grievances. In carrying out this responsibility, the Hearing Committee reviewing a given grievance may examine decision-making processes related to that grievance to determine whether or not such processes were handled fairly, professionally, and in accordance with university policy. To this end, faculty members, administrators, and designated committee members involved in or knowledgeable about particular issues pertaining to the grievance may be asked by the committee hearing the grievance to provide clarifying information and/or to discuss and defend their actions related to grievance charges. Hearing committee members may interview persons *that* the aggrieved faculty member and/or the administration feels would be helpful in getting the clearest picture of what has occurred.

The aggrieved individual should be provided every opportunity to fully state his or her contentions to the Hearing Committee, and the Hearing Committee should make every reasonable effort to understand the facts and the substance of an aggrieved person's allegations before rendering its report and recommendation(s).

Respecting due process and confidentiality, faculty members serving on a Hearing Committee will not discuss a given grievance or set of grievances with the aggrieved individual, other administrative or non-administrative colleagues, or with students, except when as such contacts are agreed to by the Hearing Committee as an authorized part of their role in reviewing said grievance(s).

D. Should the Hearing Committee determine that a formal hearing is appropriate, the following guidelines for conducting such a hearing shall be adhered to:

1. An oath or affirmation shall be administered to all persons expected to testify in the hearing by any person authorized by law to administer oaths in the State of Georgia.

2. All witnesses (except the principal parties), if they expect to testify, shall leave the room following the administration of the oath until called upon to testify.

3. The burden of proof is on the aggrieved party to sustain his or her allegations by appropriate evidence, and the administrative spokesperson or other appropriate party shall have the opportunity to respond.

4. The Hearing Committee shall allocate an amount of time to each side. Time shall be charged only against the party asking the questions. Time used by the Hearing Committee members in questioning witnesses shall not be charged against either party.

5. The Subcommittee on Faculty and Staff Grievances has no subpoena powers, so the parties

involved in a formal grievance hearing are responsible for producing witnesses, advisors and evidence. The Hearing Committee, however, may request the appearance of witnesses whose testimony it believes would be helpful to its purposes.

6. Each party may present an opening statement of not more than 10-15 minutes. The aggrieved person makes his or her presentation first, and then the opposing party shall have an opportunity to make its presentation.

7. Following the opening statements, the aggrieved party may then call witnesses to present evidence in support of his or her side of the case. He or she may question these witnesses or ask that the witnesses be permitted to make a narrative statement. When the aggrieved person has concluded his or her questioning of a given witness, the administrative spokesperson or other appropriate party shall be provided an opportunity to question (cross-examine) this witness.

8. When the aggrieved person has concluded with his or her witnesses, the administration or other appropriate party may proceed with its witnesses, if it chooses to call any. The administration or other appropriate party may question its witnesses, or ask that the witnesses be permitted to make a narrative statement. When the administrative spokesperson or other appropriate party has concluded his or her questioning of a given witness, the aggrieved party shall be provided an opportunity to question (cross-examine) this witness.

9. The Hearing Committee may question each witness after both parties have concluded their questions. During the hearing, once each party's witnesses have testified, the Hearing Committee may question both parties in an effort to clarify various aspects of the grievance petition.

10. The aggrieved person and the administration's spokesperson (or other appropriate party) shall be present during the entire proceeding, including the examination of all witnesses.

11. Witnesses and any other evidence must be addressed to issues discussed in the grievance petition, not to inconsequential matters. Any evidence which may assist the Hearing Committee in reaching a decision should be admitted into the record. However, the Chair may exercise discretion and exclude any evidence which is not pertinent to the case. The scope of questions asked by appropriate persons shall not be limited by the Chair unless it appears that the questions are wholly irrelevant to the purpose of the hearing or the questions are asked solely to embarrass, harass, or intimidate the witness.

12. The chair may allow informal exchanges and comments between parties or among Hearing Committee members and participants. The chair may require that the hearing be conducted on a more formal basis when he or she believes this approach will be more conducive to an orderly hearing. Neither party shall be allowed to interfere with the orderly presentation of the other's case. Personal abuse, harassment or obscene language is to be considered out-of-order.

13. Each party may bring to the hearing an advisor who may be present during the entire proceeding, but shall not be called as a witness or speak for the parties. In addition, each party may bring up to three other persons (not witnesses) to act as observers, if desired.

14. The hearing shall be tape-recorded.

15. All witnesses and parties to this matter must be present at the time designated for the swearing in,

regardless of their time of appearance. When a witness can not appear because of illness or other cause acceptable to the Hearing Committee, the sworn statement (affidavit) of the witness may be introduced into the record and served on the opposing party, who should be allowed additional time, not to exceed three (3) working days following the completion of the hearing, to file counter-affidavits.

16. The party introducing written evidence should identify the evidence for the record (unless the opposite party agrees to its authenticity), preferably by calling a witness with firsthand knowledge of the document. Since the legal rules of evidence do not apply, however, it shall be sufficient if the party simply describes the documents, their source, and what the introduction of such documents is intended to prove. The chair should announce that the document is admitted into the record if that is his or her decision. Documentary (written) evidence introduced by the Hearing Committee or by either party should be marked for identification by the person making a record of the hearing. Generally, Hearing Committee evidence should be marked C-1, C-2, C-3, etc.

17. Evidence presented by the person bringing the grievance should be marked G-1, G-2, G-3, etc. Evidence presented by the administration or other appropriate party in response to the grievance will be marked A-1, A-2, A-3, or R-1, R-2, R-3, respectively.

18. If the hearing cannot be concluded in the time established by the Hearing Committee, the chair of the Hearing Committee shall adjourn the hearing for the day and reconvene at the earliest possible time convenient to all parties involved.

19. At the conclusion of the hearing, the administration (or other appropriate party) may make a closing statement (not more than 15 minutes in length). Then the aggrieved person may make a closing statement (not more than 15 minutes in length). As the aggrieved person bears the burden of proof in this hearing, he or she may wish to reserve part of his or her closing statement for rebutting the closing argument of the administrative spokesperson or other appropriate party.

20. Each party shall have three (3) working days following the hearing to file any counter-affidavits or responses with the Hearing Committee. If neither party wishes to submit additional documentary evidence after the hearing is concluded, the Chair shall announce that the record is closed. If either party asks to present additional evidence, additional time not to exceed three (3) working days may be granted, with the other party granted an additional three (3) working days to rebut the evidence. The Chair shall announce the record then be closed, and thereafter no further evidence shall be received. Copies of evidence presented shall be sent by the party presenting it to the opposite party.

21. The Hearing Committee shall develop its findings and formulate its recommendations based on the evidence submitted to it by the parties involved. This evidence includes all written material submitted to it prior to the hearing and attested to at the hearing, all evidence produced at the hearing itself, and any counter-affidavits or responses filed with the Hearing Committee before the record is closed.

22. Immediately after the conclusion of the hearing, the Hearing Committee shall meet privately to discuss their initial reaction to the case and the evidence. As soon as the record (transcript, tape, etc.) of the hearing is available, each Hearing Committee member shall carefully review it before reaching a decision. The Hearing Committee shall then meet again, discuss the case and reach its decision, which is then written and signed. The decision does not have to be unanimous and a minority report may be filed.

E. This committee shall forward its decision with justifications to the chair of the Faculty and Administrative Staff Personnel Committee who shall present it to the full committee for consideration.

F. The report of the Hearing Committee will follow the guidelines stated below:

1. Findings of Fact: A brief summary of the facts as determined by the Committee hearing the grievance from the evidence presented at the hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.

2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.

3. Recommendation: A statement specifying the action the Hearing Committee recommends. The Hearing Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Hearing Committee report should include only such factual recitals as necessary to present and decide the issues.

G. This committee shall forward its report to the chair of the Faculty and Administrative Staff Personnel Committee who shall present it to the Faculty and Administrative Staff Personnel Committee for its consideration. The chair of the Faculty and Administrative Staff Personnel Committee may request that one or more members of the Hearing Committee be present when the report is presented to the Faculty and Administrative Staff Personnel Committee.

1. The chair of the Faculty and Administrative Staff Personnel Committee shall submit the evidence and the report accepted by the full committee to the Provost and Vice President for Academic Affairs.

2. Simultaneously, a letter stating that action has been taken concerning the grievance and a copy of the report approved by the Faculty and Administrative Staff Personnel Committee shall be transmitted to the aggrieved person.

3. The Provost and Vice President for Academic Affairs shall assume responsibility for transmitting all information back down through the appeal chain.

**107.0206 President of the University**

If the grievance is not resolved at this point, the aggrieved person may appeal to the next highest level -- the President of the University.

**107.03 Office of the University Ombuds**

The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

In their dealings with visitors (i.e.: faculty, staff and students), Ombuds staff will act with integrity

and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. They shall also serve as sensors and resource persons in identifying systemic institutional problems.

**107.0301 Purpose and Scope**

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.

Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g.: policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback with regard to trends or issues.

**107.0302 Organization and Procedures**

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.

The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither as advocates nor as adjudicators and do not exercise decision-making authority. The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures. It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance if necessary. At that point, the Ombuds will withdraw from the process. The Ombuds office shall not conduct formal

investigations nor will it provide testimony in formal or legal proceedings unless required by subpoena or court order.

The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Records of communications will not be kept and informal notes will be destroyed promptly. Oral communication is preferred and use of e-mail in communicating confidential matters with the office is not encouraged.

**107.0303 Code of Ethics and Standard Operating Procedures**

The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (see appendices). In the exercise of duties, Ombuds shall be "truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations' practices, processes, and policies."

**A. Independence**

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of the Ombuds office. The Ombuds shall report to the office of the University President for administrative and budget matters.

**B. Neutrality and Impartiality**

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

**C. Confidentiality**

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information, at the discretion of

the Ombuds, only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds. Ombuds staff do not keep notes or records on individual cases. 62

**D. Informality**

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so. Use of the office is voluntary and shall not be required.

The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

- Make, change, or set aside a law, policy, or administrative decision;
- Make binding decisions or determine rights;
- Compel anyone to implement recommendations;
- Conduct investigations that substitute for administrative or judicial proceedings;
- Give legal advice;
- Determine “guilt” or “innocence” of anyone accused of wrong-doing;
- Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
- Maintain formal written case records identifying users of the office;
- Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process;
- Assist individuals with no affiliation with the campus community;

**107.0304 Evaluation**

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

**107.0305 Reporting**

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

**107.0306 Adoption**

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.

# Addendum VII

**107 Dispute Resolution and Grievance Procedures**

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the University of West Georgia Ombuds (see section 107.01~~3~~), the services of the Alternative Dispute Resolution (ADR) Program at the University of West Georgia (see section 107.02~~1~~) and/or may pursue resolution of disputes through established Grievance Procedures (see section 107.03~~2~~).

**107.01 Office of the University Ombuds**

The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

In their dealings with visitors (i.e.: faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. They shall also serve as sensors and resource persons in identifying systemic institutional problems.

**107.0101 Purpose and Scope**

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.

Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g.: policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback with regard to trends or issues.

**107.0102 Organization and Procedures**

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.

The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither as advocates nor as adjudicators and do not exercise decision-making authority. The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures. It

shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance if necessary. At that point, the Ombuds will withdraw from the process. The Ombuds office shall not conduct formal investigations nor will it provide testimony in formal or legal proceedings unless required by subpoena or court order.

The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Records of communications will not be kept and informal notes will be destroyed promptly. Oral communication is preferred and use of e-mail in communicating confidential matters with the office is not encouraged.

**107.0303 Code of Ethics and Standard Operating Procedures**

The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (see appendices). In the exercise of duties, Ombuds shall be "truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations' practices, processes, and policies."

**A. Independence**

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development.

The Ombuds shall have the authority to manage the budget and operations of the Ombuds office. The Ombuds shall report to the office of the University President for administrative and budget matters.

**B. Neutrality and Impartiality**

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

**C. Confidentiality**

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information, at the discretion of the Ombuds, only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds. Ombuds staff do not keep notes or records on individual cases. 62

**D. Informality**

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so. Use of the office is voluntary and shall not be required.

The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

- Make, change, or set aside a law, policy, or administrative decision;
- Make binding decisions or determine rights;
- Compel anyone to implement recommendations;
- Conduct investigations that substitute for administrative or judicial proceedings;  Give legal advice;
- Determine “guilt” or “innocence” of anyone accused of wrong-doing;
- Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
- Maintain formal written case records identifying users of the office;
- Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process;
- Assist individuals with no affiliation with the campus community;

**107.0104 Evaluation**

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

**107.0105 Reporting**

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

**107.0106 Adoption**

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.

**107.02~~1~~ Oversight and Administration of Alternative Dispute Resolution program.**

The University of West Georgia ADR program is administered by the University Co-Liaisons for Alternative Dispute Resolution in cooperation and consultation with the Committee on Alternative Dispute Resolution.

**107.02~~1~~01** The university co-liaisons for ADR will be appointed by the President. One co-liaison will be a member of the staff; the second co-liaison will be a member of the faculty.

The co-liaisons will serve as the first point of contact for any member of the university community who wishes to utilize mediation to pursue resolution of a conflict; screen requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); secure the consent of all parties involved and arrange for an approved neutral or neutrals to mediate the dispute; and maintain all necessary records, forms of consent, and evaluations required during the mediation process.

**107.02~~1~~02** The Committee on Alternative Dispute Resolution will consist of persons recommended by the co-liaisons and appointed by the President. Every major constituency in the university will be represented on the committee. The committee will meet at least once a semester and participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for faculty, staff, and students; and overseeing all ADR-related tasks requested by the Board of Regents.

**107.02~~1~~02.1** At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

**107.02~~1~~03** The Committee on Alternative Dispute Resolution will recruit mediators from the faculty, staff and students at the university. Persons wishing to mediate within the institution should submit a written request to the committee. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the co-liaisons will contact the office of the Consortium on Negotiation and Conflict Resolution (CNCR).

Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia.

**107.02~~1~~04 Requests for Mediation**

Any member of the University Community may request a mediation to resolve disputes with any other member.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.

Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within ten (10) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

**107. 02~~1~~05 The Mediation Process**

If the co-liaisons have determined that mediation is appropriate, they will appoint a mediator or co-mediators to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator, attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.

B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.

C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.

D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal

proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions: confidentiality does not extend to a situation in which conduct by either party is criminal in nature or statements are made during the process of mediation that involve threats of imminent violence to self or others and lead the mediator(s) to reasonably believe that someone's safety is at risk.

In light of this commitment to confidentiality, the mediator(s) will not retain any notes taken during the mediation, no recording will be permitted during the mediation process by any parties involved and it is understood that mediators cannot testify for or against any party should the dispute be subsequently pursued through grievance and/or legal proceedings.

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as "win/win." In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the co-liaisons only that an agreement was or was not reached

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

**107.02~~1~~06 Limitations to Mediation**

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students' work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

**107.032 Grievance Procedures**

~~Within ninety days after becoming aware of the grievance, a person having a grievance shall attempt to resolve it at all levels through that of the Provost and Vice President for Academic Affairs before submitting it to the chair on the Subcommittee on Faculty and Staff Grievances.~~

Before requesting a grievance hearing, a person having a grievance shall attempt to resolve the issue within 60 working days of the initiation of the grievance process through the level of the Provost. The Provost will submit a formal grievance to the chair of the Faculty Development Committee.

The initialization of a grievance shall not preclude attempts to resolve a dispute by means of Alternative Dispute Resolution (see Section 107). The person should understand that a committee appointed to hear the grievance functions to study the case and to make recommendations; it is not empowered to reverse decisions.

**107.03201** A person submitting grievance shall follow the stated procedures at each level.

**107.03202 Department Chair (or Supervisor)**

A. The aggrieved person shall first discuss the grievance with the appropriate department chair.

B. If the matter is not resolved at this level, the person should prepare a written statement clearly delineating the grievance, supplying appropriate documentation.

C. Simultaneously, the department chair shall prepare a written statement to justify his or her action.

D. These documents shall be forwarded to the next highest administrative level.

**107.03203 Dean of College (or comparable Administrator)**

A. Upon receipt of the documents, the dean of the college shall review the grievance in consultation, if necessary, with the person involved, the department chair, and/or any other persons who might provide useful information.

B. If the grievance is not resolved at this level, the dean shall prepare a written statement describing his or her actions and justifying his or her decision.

C. The folder of documents, including the dean's statement, shall be forwarded to the next highest administrative level.

**107.03204 Provost and Vice President for Academic Affairs**

A. The Provost and Vice President shall review all statements concerning the case. He or she may consult with the involved dean, department chair, and faculty ~~or staff~~ member before rendering a decision on the grievance.

B. If the person filing the grievance is not satisfied with the decision, the Provost and Vice President shall forward the folder including a written statement of the decision and justification to the chair of the Faculty Senate Faculty Development Committee, who will initiate the formation of a

Subcommittee on Faculty ~~and Staff~~ Grievances. A new Subcommittee on Faculty Grievances will be formed each time a grievance is submitted.

C. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Provost and Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the *Faculty Handbook* describing the grievance procedures on campus. The petitioner will be informed that the Faculty Development Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through channels.

**107.0~~3~~2~~0~~5 The Formation and Work of a ~~Chair of the~~ Subcommittee on Faculty ~~and Staff~~ Grievances**

A. The Faculty Development Committee will choose by majority vote a chair for the Subcommittee on Faculty Grievances from among tenured UWG faculty. The Chair of the Faculty Development Committee may not serve as the chair of the Subcommittee on Faculty Grievances. A new Subcommittee on Faculty Grievances will be formed each time a grievance is submitted, with a new chair chosen for each grievance. The service of the chair of the Subcommittee on Faculty Grievances will be agreed upon by any involved administrators and by the faculty member submitting the grievance.

~~B. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Provost and Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the *Faculty Handbook* describing the grievance procedures on campus. The petitioner will be informed that the Faculty and Administrative Staff Personnel Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through proper channels.~~

B. Upon receipt of the folio concerning the grievance, the chair ~~of chair~~ of the Subcommittee on Faculty Grievances ~~this subcommittee~~ shall consult with the chair of the Faculty Development~~and Administrative Staff Personnel~~ Committee. They shall discuss the grievance petition and identify persons who might be best suited to constitute a committee to hear this grievance. The appointed committee shall be constituted in an effort to ensure that the aggrieved person receives a fair and impartial hearing.

1. In most cases, a ~~four~~-seven-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts and ~~&~~ Humanities~~Sciences~~, one from the College of Science and Mathematics, one from the College of Social Sciences, one from the Richards College of Business, one from the College of Education, one from the School of Nursing, and one from the Library ~~or some other segment of the campus~~.

2. The chair of the Subcommittee on Faculty ~~and Staff~~ Grievances will contact on an individual basis the persons identified as prospective committee members to determine their willingness to serve and their acceptability (re: impartiality, fairness, absence of conflict of interest). Their service as committee members will also be agreed to by any involved administrators and by the faculty member submitting the grievance.

3. ~~Under normal circumstances, the chair of the Subcommittee on Faculty and Staff~~

~~Grievances will serve as the chair of each of the grievance hearing committees established.~~

~~#4~~. The chair of the Subcommittee on Faculty ~~and Staff~~ Grievances is required to convene meetings to hear ~~given~~ grievance petitions and is responsible for writing the final draft of each committee's report ~~with regard to~~regarding a given grievance.

C. The Subcommittee on Faculty Grievances ~~Hearing Committee~~ has the authority to conduct inquiries into faculty grievances ~~, to attempt the resolution of these grievances by mediation,~~ and to present to the President (via the Provost and Vice President for Academic Affairs~~appropriate channels~~) its recommendations for appropriate responses to the grievances it has considered. It is the responsibility of the Subcommittee on Faculty Grievances ~~Hearing Committee~~ to seek to determine whether there is substance to the grievances brought before it and, if so, to attempt to resolve these grievances. In carrying out this responsibility, the Subcommittee on Faculty Grievances ~~Hearing Committee~~ reviewing a given grievance may examine decision-making processes related to that grievance to determine whether or not such processes were handled fairly, professionally, and in accordance with university policy. To this end, faculty members, administrators, and designated committee members involved in or knowledgeable about particular issues pertaining to the grievance may be asked by the committee hearing the grievance to provide clarifying information and/or to discuss and defend their actions related to grievance charges. The Subcommittee on Faculty Grievances ~~Hearing committee~~ members may interview persons that the aggrieved faculty member and/or the administration feels would be helpful in getting the clearest picture of what has occurred.

The aggrieved individual should be provided every opportunity to fully state his or her contentions to the ~~-~~Subcommittee on Faculty Grievances ~~Hearing Committee~~, and the Subcommittee on Faculty Grievances ~~Hearing Committee~~ should make every reasonable effort to understand the facts and the substance of an aggrieved person's allegations before rendering its report and recommendation(s).

Respecting due process and confidentiality, faculty members serving on a Subcommittee on Faculty Grievances ~~Hearing Committee~~ will not discuss a given grievance or set of grievances with the aggrieved individual, other administrative or non-administrative colleagues, or with students, except when ~~as~~ such contacts are agreed to by the Subcommittee on Faculty Grievances ~~Hearing Committee~~ as an authorized part of their role in reviewing said grievance(s).

D. Should the Subcommittee on Faculty Grievances ~~Hearing Committee~~ determine by majority vote that a formal hearing is appropriate, the following guidelines for conducting such a hearing shall be adhered to:

1. An oath or affirmation shall be administered to all persons expected to testify in the hearing by any person authorized by law to administer oaths in the State of Georgia.

2. All witnesses (except the principal parties), if they expect to testify, shall leave the room following the administration of the oath until called upon to testify.

3. The burden of proof is on the aggrieved party to sustain his or her allegations by appropriate evidence, and the administrative spokesperson or other appropriate party shall have the opportunity to respond.

4. The Subcommittee on Faculty Grievances ~~Hearing Committee~~ shall allocate an amount of time to each side. Time shall be charged only against the party asking the questions. Time used by the Subcommittee on Faculty Grievances ~~Hearing Committee~~ members in questioning witnesses shall not be charged against either party.

5. The Subcommittee on Faculty ~~and Staff~~ Grievances has no subpoena powers, so the parties involved in a formal grievance hearing are responsible for producing witnesses, advisors and evidence. The ~~-~~Subcommittee on Faculty Grievances ~~Hearing Committee~~, however, may request the appearance of witnesses whose testimony it believes would be helpful to its purposes.

6. Each party may present an opening statement of not more than 10-15 minutes. The aggrieved person makes his or her presentation first, and then the opposing party shall have an opportunity to make its presentation.

7. Following the opening statements, the aggrieved party may then call witnesses to present evidence in support of his or her side of the case. He or she may question these witnesses or ask that the witnesses be permitted to make a narrative statement. When the aggrieved person has concluded his or her questioning of a given witness, the administrative spokesperson or other appropriate party shall be provided an opportunity to question (cross-examine) this witness.

8. When the aggrieved person has concluded with his or her witnesses, the administration or other appropriate party may proceed with its witnesses, if it chooses to call any. The administration or other appropriate party may question its witnesses, or ask that the witnesses be permitted to make a narrative statement. When the administrative spokesperson or other appropriate party has concluded his or her questioning of a given witness, the aggrieved party shall be provided an opportunity to question (cross-examine) this witness.

9. The Subcommittee on Faculty Grievances ~~Hearing Committee~~ may question each witness after both parties have concluded their questions. During the hearing, once each party's witnesses have testified, the Subcommittee on Faculty Grievances ~~Hearing Committee~~ may question both parties in an effort to clarify various aspects of the grievance petition.

10. The aggrieved person and the administration's spokesperson (or other appropriate party) shall be present during the entire proceeding, including the examination of all witnesses.

11. Witnesses and any other evidence provided must ~~be~~ address~~ed to~~ issues discussed in the grievance petition, not ~~to~~ inconsequential matters. Any evidence which may assist the Subcommittee on Faculty Grievances ~~Hearing Committee~~ in reaching a decision should be admitted into the record~~:~~. h~~H~~owever, the chair may exercise discretion ~~and~~ to exclude any evidence which is not pertinent to the case. The scope of questions asked by appropriate persons shall not be limited by the chair unless it appears that the questions are wholly irrelevant to the purpose of the hearing or the questions are asked solely to embarrass, harass, or intimidate the witness.

12. The chair may allow informal exchanges and comments between parties or among Subcommittee on Faculty Grievances ~~Hearing Committee~~ members and participants. The chair may require that the hearing be conducted on a more formal basis when he or she believes this approach will be more conducive to an orderly hearing. Neither party shall be allowed to interfere with the orderly presentation of the other's case. Personal abuse, harassment, or obscene language is to be considered out-of-order.

13. Each party may bring to the hearing an advisor who may be present during the entire proceeding, but shall not be called as a witness or speak for the parties. In addition, each party may bring up to three other persons (not witnesses) to act as observers, if desired.

14. The hearing shall be audio~~tape~~-recorded.

15. All witnesses and parties to this matter must be present at the time designated for the swearing in, regardless of their time of appearance. When a witness ~~can not~~cannot appear because of illness or other cause acceptable to the -Subcommittee on Faculty Grievances ~~Hearing Committee~~, the sworn statement (affidavit) of the witness may be introduced into the record and served on the opposing party, who should be allowed additional time, not to exceed three (3) working days following the completion of the hearing, to file counteraffidavits.

16. The party introducing written evidence should identify the evidence for the record (unless the opposite party agrees to its authenticity), preferably by calling a witness with firsthand knowledge of the document. Since the legal rules of evidence do not apply, however, it shall be sufficient if the party simply describes the documents, their source, and what the introduction of such documents is intended to prove. The chair should announce that the document is admitted into the record if that is his or her decision. Documentary (written) evidence introduced by the Subcommittee on Faculty Grievances ~~Hearing Committee~~ or by either party should be marked for identification by the person making a record of the hearing. Generally, Subcommittee on Faculty Grievances ~~Hearing Committee~~ evidence should be marked C-1, C-2, C-3, etc.

17. Evidence presented by the person bringing the grievance should be marked G-1, G-2, G3, etc. Evidence presented by the administration or other appropriate party in response to the grievance will be marked A-1, A-2, A-3, or R-1, R-2, R-3, respectively.

18. If the hearing cannot be concluded in the time established by the~~-~~ Subcommittee on Faculty Grievances~~-Hearing Committee~~, the chair of the Subcommittee on Faculty Grievances ~~Hearing Committee~~ shall adjourn the hearing for the day and reconvene at the earliest possible time convenient to all parties involved.

19. At the conclusion of the hearing, the administration (or other appropriate party) may make a closing statement (not more than 15 minutes in length). Then the aggrieved person may make a closing statement (not more than 15 minutes in length). As the aggrieved person bears the burden of proof in this hearing, he or she may wish to reserve part of his or her closing statement for rebutting the closing argument of the administrative spokesperson or other appropriate party.

20. Each party shall have three (3) working days following the hearing to file any counteraffidavits or responses with the Hearing Committee. If neither party wishes to submit additional documentary evidence after the hearing is concluded, the cChair shall announce that the record is closed. If either party asks to present additional evidence, additional time not to exceed three (3) working days may be granted, with the other party granted an additional three (3) working days to rebut the evidence. The cChair shall announce the record then be closed, and thereafter no further evidence shall be received. Copies of evidence presented shall be sent by the party presenting it to the opposite party.

21. The Subcommittee on Faculty Grievances Hearing Committee shall develop its findings and formulate its recommendations, based on the evidence submitted to it by the parties involved. This evidence includes all written material submitted to it prior to the hearing and attested to at the hearing, all evidence produced at the hearing itself, and any counteraffidavits or responses filed with the Hearing Committee before the record is closed.

22. Immediately after the conclusion of the hearing, the Subcommittee on Faculty Grievances Hearing Committee shall meet privately to discuss their initial reaction to the case and the evidence. As soon as the record (transcript, tape, etc.) of the hearing is available, each Hearing Committee member shall carefully review it before reaching a decision. The Subcommittee on Faculty Grievances Hearing Committee shall then meet again, discuss the case and reach its decision, which is then written and signed. The decision does not have to be unanimous, and a minority report may be filed.

E. This committee shall forward its decision with justifications to the chair of the Faculty Development and Administrative Staff Personnel Committee who shall present it to the full committee for consideration.

F. The report of the Subcommittee on Faculty Grievances Hearing Committee will follow the guidelines stated below:

1. Findings of Fact: A brief summary of the facts as determined by the Committee hearing the grievance from the evidence presented at the hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.

2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.

3. Recommendation: A statement specifying the action the Hearing Committee recommends. The Hearing Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Hearing Committee report should include only such factual recitals as necessary to present and decide the issues.

G. This committee shall forward its report to the chair of the Faculty Development and Administrative Staff Personnel Committee who shall present it to the Faculty Development and

~~Administrative Staff Personnel~~ Committee for its consideration. The chair of the Faculty Developement ~~and Administrative Staff Personnel~~ Committee may request that one or more members of the Subcommittee on Faculty Grievances ~~Hearing Committee~~ be present when the report is presented to the Faculty Developement ~~and Administrative Staff Personnel~~ Committee.

1. The chair of the Faculty Development ~~and Administrative Staff Personnel~~ Committee shall submit the evidence and the report accepted by the full committee to the Provost and Vice President for Academic Affairs.

2. Simultaneously, a letter stating that action has been taken concerning the grievance and a copy of the report approved by the Faculty Development ~~and Administrative Staff Personnel~~ Committee shall be transmitted to the aggrieved person.

3. The Provost and Vice President for Academic Affairs shall assume responsibility for transmitting all information back down through the appeal chain.

**107.0~~3~~2~~2~~06 President of the University**

If the grievance is not resolved at this point, the aggrieved person may appeal to the next highest level -- the President of the University.

~~**107.03 Office of the University Ombuds**~~

~~The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.~~

~~In their dealings with visitors (i.e.: faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. They shall also serve as sensors and resource persons in identifying systemic institutional problems.~~

~~**107.0301 Purpose and Scope**~~

~~The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.~~

~~Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g.: policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback with regard to trends or issues.~~

**~~107.0302 Organization and Procedures~~**

~~Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.~~

~~The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither as advocates nor as adjudicators and do not exercise decision-making authority. The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures. It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.~~

~~Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.~~

~~Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.~~

~~With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance if necessary. At that point, the Ombuds will withdraw from the process. The Ombuds office shall not conduct formal investigations nor will it provide testimony in formal or legal proceedings unless required by subpoena or court order.~~

~~The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.~~

~~Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.~~

~~Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Records of communications will not be kept and informal notes will be destroyed promptly. Oral communication is preferred and use of e-mail in communicating confidential matters with the office is not encouraged.~~

**~~107.0303 Code of Ethics and Standard Operating Procedures~~**

~~The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (see appendices). In the exercise of duties, Ombuds shall be "truthful and act with integrity, shall foster respect for all members of the~~

organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations' practices, processes, and policies."

**A. Independence**

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of the Ombuds office. The Ombuds shall report to the office of the University President for administrative and budget matters.

**B. Neutrality and Impartiality**

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

**C. Confidentiality**

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information, at the discretion of the Ombuds, only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds. Ombuds staff do not keep notes or records on individual cases. 62

**D. Informality**

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so. Use of the office is voluntary and shall not be required.

The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

- Make, change, or set aside a law, policy, or administrative decision;
- Make binding decisions or determine rights;
- Compel anyone to implement recommendations;
- Conduct investigations that substitute for administrative or judicial proceedings;  Give legal advice;
- Determine "guilt" or "innocence" of anyone accused of wrong-doing;
- Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
- Maintain formal written case records identifying users of the office;
- Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process;

- Assist individuals with no affiliation with the campus community;

**107.0304 Evaluation**

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

**107.0305 Reporting**

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

**107.0306 Adoption**

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.

# Addendum VIII

## 107 Dispute Resolution and Grievance Procedures

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the University of West Georgia Ombuds (see section 107.01), the services of the Alternative Dispute Resolution (ADR) Program at the University of West Georgia (see section 107.02) and/or may pursue resolution of disputes through established Grievance Procedures (see section 107.03).

### 107.01 Office of the University Ombuds

The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

In their dealings with visitors (i.e.; faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. They shall also serve as sensors and resource persons in identifying systemic institutional problems.

### 107.0101 Purpose and Scope

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.

Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g.: policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback regarding trends or issues.

### 107.0102 Organization and Procedures

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.

The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither

as advocates nor as adjudicators and do not exercise decision-making authority. The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures. It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals, and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance, if necessary. At that point, the Ombuds will withdraw from the process. The Ombuds office shall not conduct formal investigations nor will it provide testimony in formal or legal proceedings, unless required by subpoena or court order.

The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Informal notes will be destroyed promptly. Oral communication is preferred and use of e-mail in communicating confidential matters with the office is not encouraged.

**107.0103 Code of Ethics and Standard Operating Procedures**

The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (see appendices). In the exercise of duties, Ombuds shall be "truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations' practices, processes, and policies."

**A. Independence**

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To

fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of the Ombuds office. The Ombuds shall report to the office of the University President for administrative and budget matters.

**B. Neutrality and Impartiality**

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

**C. Confidentiality**

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds.

**D. Informality**

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so.

The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

- Make, change, or set aside a law, policy, or administrative decision;
- Make binding decisions or determine rights;
- Compel anyone to implement recommendations;
- Conduct investigations that substitute for administrative or judicial proceedings;
- Give legal advice;
- Determine “guilt” or “innocence” of anyone accused of wrong-doing;
- Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
- Maintain formal written case records identifying users of the office; and
- Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process.

**107.0104 Evaluation**

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

**107.0105 Reporting**

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

**107.0106 Adoption**

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.

**107.02 Ombuds Office Initiation of Intake for Alternative Dispute Resolution.**

Ombuds Office functions the intake point for the UWG ADR Program, whose services an individual may use as s/he seeks to resolve a conflict.

**107.0201**

The ADR program is run by the Committee on Alternative Dispute Resolution, which will consist of persons recommended by the Ombuds Office [and appointed by the President]. Each college or school and the library will be represented on the committee. The committee will meet at least once a semester and participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for faculty; screen requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); secure the consent of all parties involved and arrange for an approved neutral or neutrals to mediate the dispute; and maintain all necessary records, forms of consent, and evaluations required during the mediation process; and overseeing all ADR-related tasks requested by the Board of Regents.

**107.0202.1** At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

**107.0203** The Committee on Alternative Dispute Resolution will recruit mediators from the faculty at the university. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the ADR committee will contact the office of the Consortium on Negotiation and Conflict Resolution (CNCR).

Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia.

**107.0204 Requests for Mediation**

Any member of the University Community may request a mediation to resolve disputes with any other member.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.

Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within twenty (20) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

**107. 0205 The Mediation Process**

If the Ombuds office has determined that mediation is appropriate, they will forward requests to the ADR committee to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator, attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.

B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.

C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.

D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions: confidentiality does not extend to a situation in which conduct by either party is criminal in nature or statements are made during the process of mediation that involve threats of imminent violence to self or others and lead the mediator(s) to reasonably believe that someone's safety is at risk.

In light of this commitment to confidentiality, the mediator(s) will not retain any notes taken during the mediation, no recording will be permitted during the mediation process by any parties involved

and it is understood that mediators cannot testify for or against any party should the dispute be subsequently pursued through grievance and/or legal proceedings.

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as "win/win." In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the Ombuds office only that an agreement was or was not reached.

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

**107.0206 Limitations to Mediation**

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students' work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

**107.03 Grievance Procedures**

Before requesting a grievance hearing, a person having a grievance shall attempt to resolve the issue within 60 working days of the initiation of the grievance process through the level of the Provost. The Provost will submit a formal grievance to the chair of the Faculty Development Committee.

The initialization of a grievance shall not preclude attempts to resolve a dispute by means of Alternative Dispute Resolution (see Section 107). The person should understand that a committee appointed to hear the grievance functions to study the case and to make recommendations; it is not empowered to reverse decisions.

**107.0301** A person submitting grievance shall follow the stated procedures at each level.

**107.0302 Department Chair (or Supervisor)**

A. The aggrieved person shall first discuss the grievance with the appropriate department chair.

B. If the matter is not resolved at this level, the person should prepare a written statement clearly delineating the grievance, supplying appropriate documentation.

C. Simultaneously, the department chair shall prepare a written statement to justify his or her action.

D. These documents shall be forwarded to the next highest administrative level.

**107.0303 Dean of College (or comparable Administrator)**

A. Upon receipt of the documents, the dean of the college shall review the grievance in consultation, if necessary, with the person involved, the department chair, and/or any other persons who might provide useful information.

B. If the grievance is not resolved at this level, the dean shall prepare a written statement describing his or her actions and justifying his or her decision.

C. The folder of documents including the dean's statement shall be forwarded to the next highest administrative level.

**107.0304 Provost and Vice President for Academic Affairs**

A. The Provost and Vice President for Academic Affairs shall review all statements concerning the case. He or she may consult with the involved dean, department chair, and faculty member before rendering a decision on the grievance.

B. If the person filing the grievance is not satisfied with the decision, the Provost and Vice President for Academic Affairs shall forward the folder including a written statement of the decision and justification to the chair of the Faculty Senate Faculty Development Committee, who will initiate the formation of a Subcommittee on Faculty Grievances. A new Subcommittee on Faculty Grievances will be formed each time a grievance is submitted.

C. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Provost and Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the *Faculty Handbook* describing the grievance procedures on campus. The petitioner will be informed that the Faculty Development Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through channels.

**107.0305 The Formation and Work of a Subcommittee on Faculty Grievances**

A. The Faculty Development Committee will choose by majority vote a chair for the Subcommittee on Faculty Grievances from among tenured UWG faculty. The chair of the Faculty Development Committee may not serve as the chair of the Subcommittee on Faculty Grievances. A new Subcommittee on Faculty Grievances will be formed each time a grievance is submitted, with a new chair chosen for each grievance. The service of the chair of the Subcommittee on Faculty Grievances will be agreed upon by any involved administrators and by the faculty member submitting the grievance.

B. Upon receipt of the folio concerning the grievance, the chair of the Subcommittee on Faculty Grievances shall consult with the chair of the Faculty Development Committee. They shall discuss the grievance petition and identify persons who might be best suited to constitute a committee to hear this grievance. The appointed committee shall be constituted in an effort to ensure that the aggrieved person receives a fair and impartial hearing.

1. In most cases, a seven-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts and Humanities, one from the College of Science and Mathematics, one from the College of Social Sciences, one from the Richards College of Business, one from the College of Education, one from the School of Nursing, and one from the Library.

2. The chair of the Subcommittee on Faculty Grievances will contact on an individual basis the persons identified as prospective committee members to determine their willingness to serve and their acceptability (re: impartiality, fairness, absence of conflict of interest). Their service as committee members will also be agreed to by any involved administrators and by the faculty member submitting the grievance.

3. The chair of the Subcommittee on Faculty Grievances is required to convene meetings to hear the grievance petition and is responsible for writing the final draft of the committee's report regarding the grievance.

C. The Subcommittee on Faculty Grievances has the authority to conduct inquiries into faculty grievances and to present to the President (via the Provost and Vice President for Academic Affairs) its recommendations for appropriate responses to the grievance it has considered. It is the responsibility of the Subcommittee on Faculty Grievances to determine whether there is substance to the grievance brought before it and, if so, to attempt to resolve the grievance. In carrying out this responsibility, the Subcommittee on Faculty Grievances reviewing the grievance may examine decision-making processes related to that grievance to determine whether or not such processes were handled fairly, professionally, and in accordance with university policy. To this end, faculty members, administrators, and designated committee members involved in or knowledgeable about particular issues pertaining to the grievance may be asked by the committee hearing the grievance to provide clarifying information and/or to discuss and defend their actions related to grievance charges. The Subcommittee on Faculty Grievances members may interview persons that the aggrieved faculty member and/or the administration feels would be helpful in getting the clearest picture of what has occurred.

The aggrieved individual should be provided every opportunity to fully state his or her contentions to the Subcommittee on Faculty Grievances, and the Subcommittee on Faculty Grievances should make every reasonable effort to understand the facts and the substance of an aggrieved person's allegations before rendering its report and recommendation(s).

Respecting due process and confidentiality, faculty members serving on a Subcommittee on Faculty Grievances will not discuss the grievance or set of grievances with the aggrieved individual, other administrative or non-administrative colleagues, or with students, except when as such contacts are agreed to by the Subcommittee on Faculty Grievances as an authorized part of their role in reviewing said grievance(s).

D. Hearings may be informal or formal. If the involved parties agree, an informal hearing may be

held that gives all parties in the dispute the opportunity to present evidence and make their case. Should the Subcommittee on Faculty Grievances determine that a formal hearing is appropriate, the following guidelines for conducting such a hearing shall be adhered to:

1. An oath or affirmation shall be administered to all persons expected to testify in the hearing by any person authorized by law to administer oaths in the State of Georgia.

2. All witnesses (except the principal parties), if they expect to testify, shall leave the room following the administration of the oath until called upon to testify.

3. The burden of proof is on the aggrieved party to sustain his or her allegations by appropriate evidence, and the administrative spokesperson or other appropriate party shall have the opportunity to respond.

4. The Subcommittee on Faculty Grievances shall allocate an amount of time to each side. Time shall be charged only against the party asking the questions. Time used by the Subcommittee on Faculty Grievances members in questioning witnesses shall not be charged against either party.

5. The Subcommittee on Faculty Grievances has no subpoena powers, so the parties involved in a formal grievance hearing are responsible for producing witnesses, advisors and evidence. The Subcommittee on Faculty Grievances, however, may request the appearance of witnesses whose testimony it believes would be helpful to its purposes.

6. Each party may present an opening statement of not more than 10-15 minutes. The aggrieved person makes his or her presentation first, and then the opposing party shall have an opportunity to make its presentation.

7. Following the opening statements, the aggrieved party may then call witnesses to present evidence in support of his or her side of the case. He or she may question these witnesses or ask that the witnesses be permitted to make a narrative statement. When the aggrieved person has concluded his or her questioning of a given witness, the administrative spokesperson or other appropriate party shall be provided an opportunity to question (cross-examine) this witness.

8. When the aggrieved person has concluded with his or her witnesses, the administration or other appropriate party may proceed with its witnesses, if it chooses to call any. The administration or other appropriate party may question its witnesses, or ask that the witnesses be permitted to make a narrative statement. When the administrative spokesperson or other appropriate party has concluded his or her questioning of a given witness, the aggrieved party shall be provided an opportunity to question (cross-examine) this witness.

9. The Subcommittee on Faculty Grievances may question each witness after both parties have concluded their questions. During the hearing, once each party's witnesses have testified, the Subcommittee on Faculty Grievances may question both parties in an effort to clarify various aspects of the grievance petition.

10. The aggrieved person and the administration's spokesperson (or other appropriate party) shall be present during the entire proceeding, including the examination of all witnesses.

11. Witnesses and any other evidence provided must address issues discussed in the grievance petition, not inconsequential matters. Any evidence which may assist the Subcommittee on Faculty Grievances in reaching a decision should be admitted into the record; however, the chair may exercise discretion to exclude any evidence which is not pertinent to the case. The scope of questions asked by appropriate persons shall not be limited by the chair unless it appears that the questions are wholly irrelevant to the purpose of the hearing or the questions are asked solely to embarrass, harass, or intimidate the witness.

12. The chair may allow informal exchanges and comments between parties or among Subcommittee on Faculty Grievances members and participants. The chair may require that the hearing be conducted on a more formal basis when he or she believes this approach will be more conducive to an orderly hearing. Neither party shall be allowed to interfere with the orderly presentation of the other's case. Personal abuse, harassment or obscene language is to be considered out-of-order.

13. Each party may bring to the hearing an advisor who may be present during the entire proceeding, but shall not be called as a witness or speak for the parties. In addition, each party may bring up to three other persons (not witnesses) to act as observers, if desired.

14. The hearing shall be audio recorded.

15. All witnesses and parties to this matter must be present at the time designated for the swearing in, regardless of their time of appearance. When a witness cannot appear because of illness or other cause acceptable to the Subcommittee on Faculty Grievances , the sworn statement (affidavit) of the witness may be introduced into the record and served on the opposing party, who should be allowed additional time, not to exceed three (3) working days following the completion of the hearing, to file counter-affidavits.

16. The party introducing written evidence should identify the evidence for the record (unless the opposite party agrees to its authenticity), preferably by calling a witness with firsthand knowledge of the document. Since the legal rules of evidence do not apply, however, it shall be sufficient if the party simply describes the documents, their source, and what the introduction of such documents is intended to prove. The chair should announce that the document is admitted into the record if that is his or her decision. Documentary (written) evidence introduced by the Subcommittee on Faculty Grievances or by either party should be marked for identification by the person making a record of the hearing. Generally, Subcommittee on Faculty Grievances evidence should be marked C-1, C-2, C-3, etc.

17. Evidence presented by the person bringing the grievance should be marked G-1, G-2, G-3, etc. Evidence presented by the administration or other appropriate party in response to the grievance will be marked A-1, A-2, A-3, or R-1, R-2, R-3, respectively.

18. If the hearing cannot be concluded in the time established by the Subcommittee on Faculty Grievances, the chair of the Subcommittee on Faculty Grievances shall adjourn the hearing for the day and reconvene at the earliest possible time convenient to all parties involved.

19. At the conclusion of the hearing, the administration (or other appropriate party) may make a closing statement (not more than 15 minutes in length). Then the aggrieved person

may make a closing statement (not more than 15 minutes in length). As the aggrieved person bears the burden of proof in this hearing, he or she may wish to reserve part of his or her closing statement for rebutting the closing argument of the administrative spokesperson or other appropriate party.

20. Each party shall have three (3) working days following the hearing to file any counter-affidavits or responses with the Subcommittee on Faculty Grievances. If neither party wishes to submit additional documentary evidence after the hearing is concluded, the chair shall announce that the record is closed. If either party asks to present additional evidence, additional time not to exceed three (3) working days may be granted, with the other party granted an additional three (3) working days to rebut the evidence. The chair shall announce the record then be closed, and thereafter no further evidence shall be received. Copies of evidence presented shall be sent by the party presenting it to the opposite party.

21. The Subcommittee on Faculty Grievances shall develop its findings and formulate its recommendations based on the evidence submitted to it by the parties involved. This evidence includes all written material submitted to it prior to the hearing and attested to at the hearing, all evidence produced at the hearing itself, and any counter-affidavits or responses filed with the Hearing Committee before the record is closed.

22. Immediately after the conclusion of the hearing, the Subcommittee on Faculty Grievances shall meet privately to discuss their initial reaction to the case and the evidence. As soon as the record (transcript, recording, etc.) of the hearing is available, each Hearing Committee member shall carefully review it before reaching a decision. The Subcommittee on Faculty Grievances shall then meet again, discuss the case and reach its decision, which is then written and signed. The decision does not have to be unanimous and a minority report may be filed.

E. This committee shall forward its decision with justifications to the chair of the Faculty Development Committee who shall present it to the full committee for consideration.

F. The report of the Subcommittee on Faculty Grievances will follow the guidelines stated below:

1. Findings of Fact: A brief summary of the facts as determined by the Committee hearing the grievance from the evidence presented at the hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.

2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.

3. Recommendation: A statement specifying the action the Hearing Committee recommends. The Hearing Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Hearing Committee report should include only such factual recitals as necessary to present and decide the issues.

G. This committee shall forward its report to the chair of the Faculty Development Committee who shall present it to the Faculty Development Committee for its consideration. The chair of the Faculty

Development Committee may request that one or more members of the Subcommittee on Faculty Grievances be present when the report is presented to the Faculty Development Committee.

1. The chair of the Faculty Development Committee shall submit the evidence and the report as accepted or rejected by the full committee to the Provost and Vice President for Academic Affairs.

2. Simultaneously, a letter stating that action has been taken concerning the grievance and a copy of the report approved by the Faculty Development Committee shall be transmitted to the aggrieved person.

3. The Provost and Vice President for Academic Affairs shall assume responsibility for transmitting all information back down the appeal chain.

**107.0306 President of the University**

If the grievance is not resolved at this point, the aggrieved person may appeal to the next highest level -- the President of the University.

# Addendum IX

**Faculty Senate Rules Committee: Proposed Changes to the UWG Shared Governance Procedures**
http://www.westga.edu/assetsDept/vpaa/UWG_Shared_Governance_Procedures_for_Modifications_to_Academic_Programs_Final_Adopted_by_the_senate_9March2012.pdf

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**UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**
*Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation. This document only addresses the UWG internal approval process.*

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

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

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

1. The following are ***actions items*** by the Senate:

- Any changes to degree requirements within a college or across colleges (including credit hour changes)
- New academic programs and new courses (degrees, minors, certificates, etc…)
- Changes to a course level (i.e. changing from 3000 to 4000 level)
- Adding or removing a course from the Core Curriculum
- Changes to course prerequisites that span across colleges
- Modifying the requirements to complete an academic program
- New or modified concentrations within a degree program

2. The following are ***information items*** for the Senate:
- Modifications to XIDS courses (Action Item by the Committee)
- Changes in admission standards for an academic program
- Suspending (deactivating) or eliminating (terminating) academic programs
- Offering an existing academic program more than 95% online
- Offering an approved academic program more than 50%, but less than 95% online

3. The following are ***reviewed by the Senate graduate and undergraduate programs*** committees to assure quality of academic programs
- Comprehensive Program Reviews
- Academic program learning outcome assessments

4. The following are ***not items considered*** by the Senate and should be reported directly to office of the Provost:

- Modifications/additions/deletions to existing academic program learning outcomes
- Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
- Minor modifications to courses including : course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school
- Creation or modifications of assessment artifacts
- Moving an approved course to online delivery

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