Memorandum

To:	General Faculty
Date:	November 8, 2017
Regarding:	Faculty Senate agenda for November 10, 2017 in TLC 1-203 at 3 p.m.

The agenda for the November 10, 2017 Faculty Senate meeting is as follows:

1. Call to order

2. Roll call

3. Approval of Minutes from October 13, 2017 (**Addendum I**)

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items (**Addendum II**)**:**

 A) College of Arts and Humanities

  1) English and Philosophy Department

   a) [Certificate in Publishing and Editing](#)

   Request: Add

   b) [Minor in Creative Writing](#)

   Request: Modify

   c) [ENGL 3410: Technology for Editors and Writers](#)

   Request: Add

   d) [ENGL 4405: Publishing and Editing](#)

   Request: Add

 B) College of Education

  1) Early Childhood Through Secondary Education Department

   a) [Bachelor of Science with a Major in Early Childhood Education](#)

   Request: Modify

  2) Sport Management, Wellness, and Physical Education Department

   b) [CMWL 4685: Special Topics in Health and Community Wellness](#)

   Request: Add

 C) College of Science and Mathematics

   c) [XIDS 2002: STEM and Makerspace](#)

Request: Add

D) School of Nursing

1) Nursing Department

a) Bachelor of Science in Nursing

Request: Modify (minimum program GPA to remain in "Undecided Health/ Nursing Interest Major")

b) Bachelor of Science in Nursing

Request: Modify (remove NURS 2102 from core area F, and replace with other electives)

Committee II: Graduate Program Committee (Susan Hall Webb, Chair)

Action Item (Addendum III):

A) College of Education

1) Early Childhood Through Secondary Education Department

c) STEM Education Endorsement Program

Request: Add

Information Item:

A) College of Arts and Humanities

1) Department of English and Philosophy

d) Master of Arts with a Major in English

Request: Modify

Committee IX: Budget Committee (Leanne DeFoor, Chair)

Information Items:

A) Budget Committee Update, Leanne DeFoor

B) FY19 Budget Request and eTuition update, Kyle Marrero (Addendum IV)

5. Old Business

6. New Business

A) Transition from ADP to OneUSG Connect, Rodney Byrd, Patricia Durrough, and Dan Lewis (Addendum V)

B) The Student Affairs Committee of Faculty Senate is reviewing UWG Procedure 3.8.1, "First Amendment and Protected Activity on Campus," at the next meeting on Friday,

November 17th at 11:00 am. Please send any questions or feedback to your representative no later than Thursday, November 16 at 5:00 p.m. (**Addendum VI**)

7. Announcements

    A) Senate Liaison reports

8. Adjournment

Addendum I

Faculty Senate

Draft Meeting Minutes

October 13, 2017

1. Call to order

Dr. Farmer called the meeting to order at 3:00 p.m.

2. Roll call

   Present:

Bohannon, Chwialkowska, Cormican, Dahms, DeFoor, Dutt, Edelman, Fleming, Fujita, Green, Guo, Henderson, Hipchen, Hoang, Hong, Johnson, Khodkar, Lee, McKendry-Smith (Kazeem sub.), Merrem, Miller, Moon, Morris, Neely, Pencoe, Perryman, Reber, Remshagen, Robinson, Rutledge, Schoon, Schroer, Trotman-Scott (Drake sub.), Self, Smallwood, Stanfield, Sterling, Stuart, Tweraser, Velez-Castrillon, Webb, Welch, Williams, Willox, Zamostny, and Zot.

   Absent:

Barbour, Bertau, Elman, Varga, and Vasconcellos

3. Approval of Minutes from September 15, 2017

Minutes were unanimously approved by voice vote.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items:

   A) College of Science and Mathematics

   1) Chemistry Department

   a) [Bachelor of Science with a Major in Chemistry, ACS Track Option A](#)
   Request: Modify

Item approved unanimously

   B) College of Social Sciences

   1) Anthropology Department

   a) [Bachelor of Science with a Major in Anthropology](#)
   Request: Modify

Item approved unanimously

b) ANTH 1101: Voices of Culture

Request: Add

Item approved unanimously

c) ANTH 4135: Genes and Genomania

Request: Add

Item approved unanimously

d) ANTH 4881: Independent Study

Request: Modify

Item approved unanimously

C) School of Nursing

1) Nursing Department

a) NURS 3100: Pathophysiology and Pharmacology II

Request: Add

Item approved unanimously

D) Honors College

1) IB test scores for Honors College credit

Request: Approve

Item approved unanimously

2) Honors College admissions essay

Request: Approve

Item approved unanimously

Committee II: Graduate Program Committee (Susan Hall Webb, Chair)

Action Items:

A) College of Social Sciences

1) Psychology Department

a) Ph.D. in Psychology: Consciousness and Society

Request: Modify

Item approved unanimously

B) College of Science and Mathematics

1) Biology Department

a) BIOL 5727: Essentials of Immunology

Request: Modify

Item approved unanimously

   b) BIOL 5728: Bacterial Pathogenesis

    Request: Modify

Item approved unanimously

   c) BIOL 5729: Medical Virology

    Request: Modify

Item approved unanimously

Committee IV: Academic Policies Committee (Emily McKendry-Smith, Chair)

Action Item:

 A) The APC motions to strike a portion of 211 from the *Faculty Handbook*, which is the rule regarding the time between when new courses are approved and when they are offered:

   "All new courses coming from either the Undergraduate Academic Programs Committee or the Committee on Graduate Studies must not be offered until one academic term has elapsed between the date of the course's approval and the beginning of the term the course is offered. This policy is by authority of the Provost and Vice President for Academic Affairs' discretion concerning the offering of classes and thus any exceptions to the policy must be made to that office."

  Request: Approve

Item unanimously approved

Committee X: Rules Committee (Susan Welch, Chair)

Action Items (Figures 1 and 2):

 A) UWG Procedure 2.7.10, Textbook Selection and Ordering

  1) UWG Academic Affair Policies

   a) UWG Procedure 2.7.10, Textbook Selection and Ordering (**Figure 1**)

    Request: Approve

Item unanimously approved.

 B) UWG Faculty Handbook, Modification of Section 212 (**Figure 2**)

  1) UWG *Faculty Handbook*

a) Section 212, Textbook Selection and Ordering

Request: Modify

Approved with the following friendly amendment:

Instead of removing the following language from 212, leaving it in to ensure that faculty are aware of changes: "Changes to bookstore orders will require approval from either the professor or department chair. The University Bookstore is responsible for accurate record keeping and for proper inventory management to ensure that the needs of the faculty and students are met."

Committee XI: Diversity and Internationalization Committee (Lara Willox, Chair)

Information Items:

A) UWG Demographics Presentation (**Figure 3**)

Dr. Willox shared student and faculty demographic statistics as an introduction to the work her committee will broach this AY: strategies for increasing diversity in faculty to meet the changing student population.

B) Diversity and Inclusion Survey

Dr. Willox spoke briefly about the Diversity and Inclusion Survey, which will be sent on Monday, October 16. Respondents can share unit information, though the problem of identification was raised. It was decided that no demographic data will be included when sharing results with academic units.

4. Old Business

5. New Business

1) QEP Update, Dr. Nadya Williams (**Figure 4**)

Dr. Williams spoke to the new mode of gathering data for QEP classes. Instead of use of a template and sifting through over 10,000 artifacts, this year a committee will randomly select QEP assignments from courses and apply a rubric. Nadya shared the committee members' names, comprising instructors from across the university.

6. Announcements

A) Senate Liaison reports

1) Academic Affairs Fee Review Committee

BOR rules changed last year and all student fee requests must be approved by the VP for Business and Finance, President, and BoR annually. Fee requests were due to Provost's

Office on the 16th of October. The AAFRC will be meeting over the next couple of weeks to review requests and make recommendations. More information on policies and processes regarding different types of fees can be found on the committee website.

     2) Commencement Committee

This fall, there will be two graduation ceremonies: the COE, RCOB, and SON will be held in the morning, while COAH, COSM, and COSS will be held in the afternoon.

  B) Dr. Marrero

     1) Comprehensive Administrative Review (CAR) Updates

UWG's participation in the USG's CAR begins this month. The CAR seeks to identify ways administrative functions can be conducted with more efficacy and is not focused on direct instruction. This month, an Activity Assessment will be conducted with a select group of employees at each participating institution to better understand how resources are allocated to perform administrative functions. At UWG, the assessment will include 45% of administrative employees, or 800 people. Participation in the assessment is mandatory. Those selected to participate will receive an email in the next week to prepare them for the assessment period, October 30-November 10.

     2) Budget Requests and Allocations

President Marrero indicated that the FY19 requests and allocations will be sent next week, and they include: 2.2 million for growth (from 12,800 to 13,300) and, if allowed, a small tuition increase (2.5% at the undergraduate level and 6% at the graduate). We will be working over the next several years to reduce e-tuition differential with the goal of securing all currently funded positions and operational dollars currently funded from this source.

7. Adjournment

Dr. Farmer adjourned the meeting at 4:09 p.m.

Figure 1

UWG PROCEDURE NUMBER: UWG Procedure 2.7.10
*Authority***:   UWG POLICY: UWG Policy 2.7, Teaching Responsibilities**

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.7,** establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the textbook selection and ordering procedures.

A.   **Definitions.**

1. *Textbook* – Book or similar instructional resource used in the study of a subject.

B.   **Procedures for Textbook Selection and Ordering.**
   1. Faculty may require students to purchase textbooks.
   2. Faculty textbook orders, either required or recommended, must be sent to the University Bookstore by the designated bookstore due date, prior to the beginning of the semester.
   3. Faculty must consider student costs during the textbook adoption process in order to offer the best value to students.
   4. Faculty may require textbooks authored by themselves and immediate family members with approval of a third-party reviewer (e.g., Dean, Associate Dean, or Department Chair) (BOR Policy 3.10).
   5. Faculty, or their immediate family, may not have any financial interest in the publishing company or take advantage of financial incentives such as the assignment or reselling of textbooks by publishers (BOR Policy 3.10).

Pursuant to BOR 3.10 Academic Textbooks Policy

   C. **Compliance.**

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

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

_____
Signature, [
Reviewed by President [or VP]: _____

Previous version dated: n/a
Rules committee_10/4/2017

Figure 2

212 Policies Governing Textbook Selection and Ordering

Faculty may require students to purchase textbooks. All textbook orders, either required or recommended, by faculty must be sent to the University Bookstore by the designated bookstore due date, prior to the beginning of the semester. Early textbook adoptions are highly recommended to allow the University Bookstore time to locate used copies of books to sell as "used" or "rental" to reduce student costs.

Changes to bookstore orders will require approval from either the professor or department chair. The University Bookstore is responsible for accurate record keeping and for proper inventory management to ensure that the needs of the faculty and students are met.

A consideration of student costs by faculty is essential during the textbook adoption process in order to offer the best value to students. Faculty should order textbook bundles only if the supplements included in the bundle are necessary. In addition, new editions of textbooks should be required only if a substantive change in the content exists, as textbooks should be adopted for as long as possible (multiple semesters). Faculty should also consider the use of various technological innovations to reduce overall textbook costs such as electronic textbooks (eBooks), online textbooks, open-source materials, and institutionally produced materials.

Ideally, all sections of a multi-sectioned course should use the same textbook to reduce student costs. Every department, school, or college is urged to make a conscientious effort to hold to a minimum the number of different texts used in different sections of a multi-sectioned course.

Faculty may require textbooks authored by themselves and immediate family members with approval of a third-party reviewer (e.g., Dean, Associate Dean, or Department Chair). The third-party reviewer should be satisfied that the work is equivalent in quality to other texts available. Under no circumstances should a faculty member, or their immediate family, have any financial interest in the publishing company or take advantage of financial incentives such as the assignment or reselling of textbooks by publishers (BOR Policy 3.10).

Rules committee 10/4/17

Figure 3

UWG Student and Faculty Demographics - Historical Data						
	2012	2013	2014	2015	2016	2017
Gender						
Female	7,376	7,675	7,878	8,325	8,733	8,881
Male	4,393	4,254	4,328	4,509	4,575	4,639
GPA	3.08	3.11	3.13	3.15	3.15	
First time full time						
Student - Race/ethnicity (includes resident alien)						
Hispanic or Latino	470	484	506	586	681	774
Black of African American	3692	4002	4313	4625	4898	4875
American Indian or Alaskan Native	26	23	17	19	20	16
Asian	200	165	199	178	184	153
Native Hawaiian or other Pacific Islander	10	12	14	17	17	17
Caucasian/White	6755	6719	6637	6829	6868	6888
Two or more races	372	347	365	363	419	442
Unknown or not reported	244	177	155	217	221	215
Non resident alien	**388**	**366**	**379**	**346**	**348**	**140**
Undergraduate	329	293	306	288	294	110
Graduate	59	73	73	58	54	30

Faculty	2012	2013	2014	2015	2016	
Black or African American	**47**	**43**	**43**	**42**	**47**	
Full time	29	28	30	25	26	
Part time	14	11	10	13	15	
Administrators	4	4	3	4	6	
American Indian or Alaskan Native	3	3	2	2	1	*full time*
Asian	43	46	46	52	47	*3 admin*
Native Hawaiian	0	0	0	0	0	
Hispanic or Latino	12	12	13	17	17	*1 part time* *1 admin*
Two or more races	1	1	1	0	1	*full time*
Caucasian / White	**526**	**515**	**493**	**518**	**525**	
Full time	332	334	339	350	352	
Part time	138	117	87	104	106	
Administrators	56	64	67	64	67	

Figure 4

QEP Assessment Committee Membership (AY 2017-18)

Per recommendations from the QEP Faculty Symposium this summer, a new QEP assessment procedure has been devised in alignment with SACSCOC best practices for writing-based QEPs. Effective Fall 2017, a new QEP Assessment Committee will meet at the end of the semester in order to score a random sampling of QEP work from all QEP courses that semester.

The committee includes faculty and staff from all colleges and schools at UWG:

COAH
Laura Beasley (English)
Joe Monaghan (Theatre)

COE
Tami Ogletree

COSM
Georgina DeWeese (Geosciences)
Ben Jenkins (Staff, Physics)
Megan Mayercik (Staff, Chemistry)

COSS
Dylan McLean (Political Science)
Marjorie Snipes (Anthropology)

Library
Andrea Baer

RCOB
Susan Hall Webb

SON
Dianne West

Staff
Wendy Grisham (Distance)

Addendum II

Program View (Read-Only)

Attachments

Current File: Publishing and Editing Certificate Rationale.docx

Originator

College of Arts and Humanities
College

English and Philosophy Department
Department

Hipchen, Emily
Originator

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ● Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☒ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Arts and Humanities
College

English and Philosophy Department
Department

Certificate in Publishing and Editing
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Certificate in Publishing and Editing
Degree Name

Spring   2018
Effective Semester/Year

Modification Details

(Max 4000 characters)

Rationale

See attached rationale.

(Max 4000 characters)

Attachments

Current File: Publishing and Editing Certificate Rationale.docx

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

Meg Pearson [APPROVED 2017-04-26]

Chair, Course Department

Pauline Gagnon [APPROVED 2017-10-11]

Dean, College of Arts and Humanities

Other Approvals

Nicholas Sterling [APPROVED 2017-11-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

University of West Georgia
College of Arts and Humanities
Department of English and Philosophy
Certificate in Publishing and Editing

Rationale

The Certificate in Publishing and Editing prepares students to work in thriving text-based markets that require skillful and informed intervention in, preparation of, and dissemination of writing. The curriculum of this program will provide certified graduates with the skills and qualifications needed to compete in an active job market and perform expertly in their careers. Though we expect many of the certificants to come from the English major, we hope the courses and the certificate appeal to students across the university.

Extrapolated from job advertisements, interviews with employers, and first-hand knowledge of editing and publishing as a field, the skills this certificate attest to will directly prepare students for internships and their post-graduate work. Students will learn to prepare paper and digital manuscripts, to problem-solve grammar and syntax, to work collegially with authors on their writing, to prepare and proof other people's writing, and facilitate print-ready, internet-ready, or SNS-ready and -optimized copy for others.

The curriculum for this certificate has both face-to-face and online components in order to appeal to all kinds of learners and to replicate the publishing and editing work-world, which is a mix of in-person and digital interactions. This curriculum also encourages experiential learning with internships for students in our undergraduate research/creative publications, *LURe* and *eclectic.*

Learning Outcomes

1. Students will demonstrate the ability to content edit, copyedit, and proof to eliminate errors in thinking, grammar, expression, presentation, and set up, for both digital and paper-based text.
2. Students will demonstrate mastery of basic digital proficiencies in computer applications relevant to publishing and editing, such as Microsoft Word, Publisher, and Excel and Adobe Creative Suite.
3. Students will demonstrate mastery of front-of-the-house processes, such as content building, organization, and curation, table of contents design and presentation, and the crafting of and presentation of editing decisions.

Program of Study

The registrar will provide a certificate notification on the transcript of students who choose the certificate, which will be supported through advising and other outreach in the department and

by involved faculty. Some courses may count both in the core or major and for the certificate. ENGL3410 and 4300 will be prerequisites for ENGL4405.

ENGL3410   Technology for Editors and Writers (New Course)
ENGL4300   Studies in English Language—Grammar
ENGL4405   Publishing and Editing (New Course)
ENGL4386   Internship (Publishing and Editing—*LUR*e or *eclectic*) [repeatable once]

Total hours: 12-15

Program View (Read-Only)

Originator

College of Arts and Humanities
College

English and Philosophy Department
Department

Mitchell, Margaret
Originator

What would you like to do?

○ Add New Track/Concentration ◉ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Arts and Humanities
College

Minor in Creative Writing
Existing Program (as shown in the DMA)

Minor in Creative Writing
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

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

Spring / **2018**
Effective Semester/Year

On Campus
Program Location

Undergraduate
Degree Level

Modification Details

1. Remove XIDS 2100 (Creative Process) as an alternative to ENGL 2060 (Intro to Creative Writing) in the major. [Currently students are instructed to take 2100 OR 2060 in the minor requirements]

2. Include ENGL 4386 (Internship) as a possible substitution for either ENGL 3200 (Intermediate CW) or ENGL 4210 (Advanced CW)

(Max 4000 characters)

Rationale

1. XIDS 2100 does not provide the same intensive instruction in genre-specific writing and craft as ENGL 2060, and does not adequately prepare students for the advanced courses in the minor.

2. We want to encourage students to explore professional opportunities related to the minor, and believe such experience should count for credit toward the minor. The Director of Creative writing would ensure that the internship involved relevant work in writing and/or publishing before approving the substitution.

(Max 4000 characters)

SACSCOC Substantive Change
Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

Comments

(Max 4000 characters)

College Approvals

Pauline Gagnon   [APPROVED 2017-10-26]

Dean, College of Arts and Humanities

Meg Pearson   [APPROVED 2017-10-05]

Chair, Course Department

Other Approvals

Nicholas Sterling   [APPROVED 2017-11-01]

Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

Course View (Read Only)

Current File: ENGL 3410 Technology for Editors and Writers.docx

Originator

English and Philosophy Department
Department

College of Arts and Humanities
College

Hipchen, Emily
Originator

What would you like to do?
◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
☐ Senate Action Item   (See Procedure)

Course Details

ENGL
Prefix

3410
Number

Technology for Editors and Writers
Course Title

This course is designed to help students become proficient in the technologies useful in classrooms and in the work world that editors and writers will encounter. As such, its content will change as new technologies develop and are adopted in these arenas. Students in the course will demonstrate familiarity with the kind of technologies useful to editors and writers in the classroom and work world; apply these technologies to common tasks, such as creating a document, editing a file, developing a slide show, building a simple website, populating a spreadsheet, developing a web page, sending an email, or flowing a manuscript into a proof; and choose the correct technology for the task assigned.

Course Catalog Description

3
Lec Hrs

0
Lab Hrs

3
Credit Hrs

Spring - 2018
Effective Term

Other
Frequency

Letter Grade
Grading

Prerequisites
ENGL1101, ENGL1102

Corequisites

Rationale
We have discovered that a course in writing and editing technologies would not only be useful to our students, who sometimes struggle with these, but which are also required proficiencies for finding and performing work in publishing and editing. The course will be part of our new Certificate in Publishing and Editing (pending approval) and a prerequisite for the capstone (new course: ENGL4405) in that sequence.

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

Attachments
Current File: ENGL 3410 Technology for Editors and Writers.docx

College Approvals

Meg Pearson [APPROVED]
2017-06-29

Chair, Course Department

Pauline Gagnon [APPROVED]
2017-10-11

Dean, College of Arts and Humanities

Other Approvals

Nicholas Sterling [APPROVED]
2017-11-01

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

ENGL 3410
Technology for Editors and Writers

Course Texts: This course will be delivered online, using online tutorials and industry-standard or instructor-designed assessments, midterm, and final exam.

Course Description: This course is designed to help students become proficient in the technologies useful in classrooms and in the work world that editors and writers will encounter. As such, its content will change as new technologies develop and are adopted in these arenas. Students in the course will demonstrate familiarity with the kind of technologies useful to editors and writers in the classroom and work world; apply these technologies to common tasks, such as creating a document, editing a file, developing a slide show, building a simple website, populating a spreadsheet, developing a web page, sending an email, or flowing a manuscript into a proof; and choose the correct technology for the task assigned.

Class learning outcomes:
Students will
Departmental:

- Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.
- Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Course:
- Understand and apply appropriate technologies in assessing writing;
- think critically about the operation of technologies on diverse written and/or visual sources;
- and research, develop organization strategies, and edit and write professional documents using discipline-appropriate technologies.

Course Policies and Structure

Class format: Students will progress through a series of tutorials designed to familiarize students with technologies appropriate to the classroom and the work world. When students complete a unit, they will be tested to demonstrate that they understand and can use the functionalities of the applications and programs. Periodically they will be asked to prove they can choose the correct applications and functions for tasks they are assigned.

Documentation and Plagiarism: The Department of English and Philosophy statement on plagiarism is as follows: "The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course." Should any student violate the provision of the University of West Georgia's policy on academic integrity as the Student Handbook describes it (you can get this information at http://www.westga.edu/handbook/ or http://www.westga.edu ~engdept/Plagiarism/index.html as well), I will fail the plagiarized work and may give that student whatever grade for the course I deem appropriate, including an "F," without consideration for the student's other work in the course. Any academic dishonesty will be treated in accordance with the policy laid out in the Student Handbook: it is your responsibility to understand and avoid violating these policies.

Honor Code:

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

Accessibility:
ACADEMIC SUPPORT
Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.
Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu
University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu
- Link to D2L/tech accessibility at UWG here: http://uwgonline.westga.edu/student_accessibility.php
- Link to UWG's accessibility services office: http://www.westga.edu/accessibility
- The Americans for Disabilities Act requires that all programs at the university be accessible. UWG has an accessibility office: the coordinators are available to work out with both professors and students a fair and feasible way to accommodate students. Information on accessibility may be found here: http://www.westga.edu/accessibility. Any student sanctioned by the office can make that report available to the professor. An accommodation report is binding because it is based on documentation, which meets legal standards according to ADA Section 504 and Board of Regents criteria.

Grades: Quizzes will count 50 percent; two tests, one midterm and one final, will count 25 percent each. Generally speaking, I offer no extra credit. I use a standard, 10-point grading scale. I do not curve grades or drop low scores.

This schedule is subject to change with notice. Units are self-paced with suggested end-dates, and fixed end-dates for the midterm and final only. Each unit ends with a unit quiz.

When?	What?
Unit 1	Microsoft Word
Unit 2	Microsoft Publisher
Unit 3	Microsoft Excel and PowerPoint
Unit 4	Microsoft Outlook, MailChimp, other mail functionalities
Unit 5	Google functionalities (Drive, Doc, Blogger, gmail, Books) [Midterm]
Unit 6	Internet research applications and optimizing
Unit 7	Adobe Acrobat Reader and Editor
Unit 8	Adobe InDesign
Unit 9	SEOs and SNS (Facebook, Instagram, Tumblr, Snapchat, Twitter, LinkedIn, Pintrest, etc.)
Unit 10	Meeting applications and chat functions (iMessage, hangouts, GoToMeeting, Skype, Doodle, etc.); Submittable and online submission platforms [Final]

Course View (Read Only)

Attachments

Current File: ENGL 4405 Publishing and Editing Syllabus.docx

Originator

English and Philosophy Department
Department

College of Arts and Humanities
College

Hipchen, Emily
Originator

What would you like to do?
● Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process

Senate Action Item

(See Procedure)

Course Details

ENGL	4405	**Publishing and Editing**
Prefix	Number	Course Title

This course is focused on introducing students to the world of publishing and professionalizing students as editors, helping students learn or hone the skills they'll need to edit (at all levels —content, sentence, punctuation) their own and others' work, and assisting them to develop documents and credentials to present to a potential employer.

Course Catalog Description

3	0	3	**Spring - 2018**	Other	**Letter Grade**
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
ENGL3410, ENGL4300

Corequisites

Rationale
This course will be the capstone for the new Certificate in Publishing and Editing (pending approval).

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

Attachments

Current File: ENGL 4405 Publishing and Editing Syllabus.docx

Final Approval

David Jenks [REQUIRED]

Final Approver

Other Approvals

Nicholas Sterling [APPROVED 2017-11-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

College Approvals

Pauline Gagnon [APPROVED 2017-10-11]

Dean, College of Arts and Humanities

Meg Pearson [APPROVED 2017-04-26]

Chair, Course Department

ENGL 4405
Publishing and Editing

Course Texts:
Texts for this course will be provided in links, .doc, and .pdf files loaded to your course in our LMS. They will consist of online sources for citation style, online grammar resources, and actual work in progress for literary and academic journals. Thus it is imperative that you have a personal computer and good wifi service, as well as confidence with the various technologies we will be using to edit in the course (MSWord, Adobe Acrobat, email, and Google functionalities like Drive and Doc).

Course Description: This course is focused on introducing students to the world of publishing, and professionalizing students as editors, helping students learn or hone the skills they'll need to edit (at all levels—content, sentence, punctuation) their own and others' work, and assisting them to develop documents and credentials to present to a potential employer. In this course, students will recall the rules of grammar and correct students' own and other people's written grammar; learn and use at least three different citational styles (MLA, CMOS, APA, Harvard, AP, etc.); edit to produce, syntactically effective sentences; edit for paragraph- and whole-text-level coherence, support, and logic; edit for effective content; use technology to make changes to manuscripts; write effective, tactful correspondence with authors and senior editors; perform the process of editing from manuscript to version of record; build an editing portfolio that includes samples, a resume, and a draft cover letter; locate and evaluate job opportunities in the field, and demonstrate an understanding of the publishing business and its subcategories (academic, scholastic, trade, etc.). Students may also find it easier to place their own writing after this course.

Class learning outcomes:
Students will
Departmental:

- Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.
- Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Course:

- Edit English language and expression in texts for specific audiences;
- analyze and edit diverse written and visual sources in their disciplinary contexts;
- and conduct and present research, organize and manage professional documents, and communicate within the academic conventions of the appropriate discipline.

Course Policies and Structure

Class format: We'll be working on editing in class. Later in the course, there will be times we need to discuss, certainly, but initially it will be grammar and citation-style drills, then we'll segue to sentence level corrections (again drills but with more discussion); then to paragraph and whole-text level edits; finally to content level edits – towards increasing ambiguity and thus discussion. Periodically you will be presenting your research to the class.

Note on Preparation for this class: We start with grammar and mechanics. I trust this will be review. If you don't have a decent grasp of the fundamentals of grammar, spelling, and mechanics already, you will need to schedule a lot of time to work on this. Note that much of the early part of the course requires you to be painstaking, perfectionist, obsessive, and details-oriented. If you're not comfortable with painstaking perfectionist obsessive detail-fixation, you will find about two-thirds of this class extremely frustrating.

Documentation and Plagiarism: The Department of English and Philosophy statement on plagiarism is as follows: "The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course." For this course in particular, all out of class writing which references other material must have MLA style in-text citations and a complete, correct Works Cited page formatted to current MLA style conventions. I reserve the right to ask you to present the materials from which you cite, and to refuse to read and grade essays for which you cannot produce these materials. Should any student violate the provision of the University of West Georgia's policy on academic integrity as the Student Handbook describes it (you can get this information at http://www.westga.edu/handbook/ or http://www.westga.edu ~engdept/Plagiarism/index.html as well), I will fail the plagiarized work and may give that student whatever grade for the course I deem appropriate, including an "F," without consideration for the student's other work in the course. Any academic dishonesty will be treated in accordance with the policy laid out in the Student Handbook: it is your responsibility to understand and avoid violating these policies.

Honor Code:

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

Accessibility:

ACADEMIC SUPPORT

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

- Link to D2L/tech accessibility at UWG here:
  http://uwgonline.westga.edu/student_accessibility.php
- Link to UWG's accessibility services office: http://www.westga.edu/accessibility
- The Americans for Disabilities Act requires that all programs at the university be accessible. UWG has an accessibility office: the coordinators are available to work out with both professors and students a fair and feasible way to accommodate students. Information on accessibility may be found here: http://www.westga.edu/accessibility. Any student sanctioned by the office can make that report available to the professor. An accommodation report is binding because it is based on documentation, which meets legal standards according to ADA Section 504 and Board of Regents criteria.

Assignments and Grades
Exercises

- **Grammar exercises**: You will do exercises, quizzes, and in situ grammar corrections.
- **Citation exercises**: You will do exercises creating and correcting citations in several citation styles.
- **Copyediting exercises**: Same as grammar, only some work done on mss in Word and at the level of proofreading and syntactic corrections.
- **Proofing exercises**: Same as copyediting, only some work done on proofs in Adobe and at the level of proofreading and visual corrections.

Projects

- **Conflicts in copyediting project**: You will look at a single disagreement in editing (the Oxford comma, the split infinitive, hyphenation issues, capitalization disagreements, etc.) and summarize the two positions, then speculate on the reasons for the disagreement, speculate on how it will resolve in the future, and defend your position on the problem in a short paper.
- **Issues in Publishing paper**: You will locate an issue in publishing, conference with me about it, research it, and address it in a short paper.
- **Internet-source critique project**: You will find a website/blog that teaches grammar, sentence structure, "how to write a publishable paper," how to get published, and/or how to get a publishing job, and analyze it, looking for the ways in which it gives readers bad advice. You will present your take-down in class.
- **Job presentation**: You will locate three jobs with deadlines during or after this semester and present those jobs to the class as options for application. For your presentation, you will extract contact information, discuss the skills the job requires, research the employer and describe the workplace environment, research the pay-scale for the job, and suggest emphases for the resume as well as an outline for the application letter.
- **Job portfolio**: Includes a job opening your portfolio is designed to address; an application letter appropriate to the job; a resumé listing your skills; an example of your editing skills, and lastly a metanarrative about your choices in building this portfolio (why this job, why design your letter the way you did, why organize your resumé the way you did, why use the examples you did [not just that they're the best, but why are they appropriate to that particular job]).
- **Editing Project Portfolio**: You will take an essay from ms through proofs, corresponding with an actual author on his or her work.

Tests

- Pre-test: this is just a marker to measure learning over the semester. Does not count towards a student's grade.
- Midterm: Both reinforces and assesses student learning at midterm of the key concepts in the first three units of the course.
- Final: Students re-take the pre-test to see how well they've fulfilled the course objectives.

Grades:

Generally speaking I offer no extra credit. I use a standard, 10-point grading scale. I do not curve grades or drop low scores.

Exercises: 30%
Projects: 50%
Midterm: 10%
Final: 10%

When?	What?
Unit 1	Assessment pre-test The editor's stance Tact and persuasiveness in queries Begin copyediting Grammatical interventions
Unit 2	Syntactical interventions Conflicts in Copyediting project due
Unit 3	Content interventions Citation strategies Internet source critique due
Unit 4	The publishing process: managing submissions Issues in Publishing paper due [Midterm]
Unit 5	Corresponding with readers and authors; making decisions, decision letters, readers' reports
Unit 6	Creating Tables of Contents; the special issue; page design; issue design; cover design Editing project portfolio due
Unit 7	The job market: searching for jobs on the internet Networking for jobs Job presentation due
Unit 8	Resumes, cover letters, portfolios Job portfolio due
Unit 9	Recap, debrief, final exam

Program View (Read-Only)

Originator

College of Education
College

Early Childhood through Secondary Education
Department

Drake, Jill
Originator

What would you like to do?

○ Add New Track/Concentration ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☑ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

College of Education
College

Bachelor of Science in Education with a Major in Early Childhood Education
Existing Program (as shown in the DMA)

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

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

Spring **2018**
Effective Semester/Year

On Campus
Program Location

Undergraduate
Degree Level

Modification Details

The requested modification is to change the program name from Bachelor of Science in Education with a Major in Early Childhood Education to Bachelor of Science in Education with a Major in Elementary Education. It should be noted the ECED prefix will remain the same for program courses.

(Max 4000 characters)

Rationale

The rationale is to comply with Georgia Board of Regents' change in the undergraduate degree name. The program of study and other program documents will include the new degree name from Spring 2018 forward.

(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

Laura Smith   [APPROVED 2017-09-07]

Associate Dean, College of Education

Jill Drake   [APPROVED 2017-08-02]

Chair, Course Department

Other Approvals

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Nicholas Sterling   [APPROVED 2017-11-01]

Chair, Undergraduate Programs Committee

Final Approval

David Jenks   [REQUIRED]

Final Approver

Course View (Read Only)

Attachments
Current File: CMWL 4685 Special Topics in Health and Community Wellness.pdf

Originator

Sport Management, Wellness, and Ph
Department

College of Education
College

Stewart, Bridgette
Originator

What would you like to do?
● Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
Senate Action Item   (See Procedure)

Course Details

CMWL	4685	**Special Topics in Health and Community Wellness**
Prefix	Number	Course Title

Special topics courses in this degree program explore subject areas at the leading edge in this field. Titles and descriptions of specific courses to be inserted at time of offering. Course may be repeated for credit up to 20 times.

Course Catalog Description

3	0	3	Spring - 2018	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Health and Community Wellness Admission (CHWL)

Corequisites

Rationale

The Health and Community Wellness program faculty see the importance in offering special topics courses in this degree program to explore subject areas at the leading edge of this market-driven program. By having this class as repeatable up to 20 times, it allows students to take multiple special topics courses and remain on schedule for graduation.

Planning Info

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

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

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: CMWL 4685 Special Topics in Health and Community Wellness.pdf

College Approvals

Brian Mosier [APPROVED 2017-07-13]

Chair, Course Department

Laura Smith [APPROVED 2017-09-07]

Associate Dean, College of Education

Other Approvals

Nicholas Sterling [APPROVED 2017-11-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

UNIVERSITY of West Georgia. | College of Education

CMWL 4685: Special Topics in Health and Community Wellness, Spring/2018

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

Support for Courses

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

D2L UWG Online Help (M-F:8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

24/7/365 D2L Help Center
Call 1-855-772-0423 or search:
https://d2lhelp.view.usg.edu/

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

Student Services
http://uwgonline.westga.edu/online-student-guide.php

Center for Academic Success
http://www.westga.edu/cas/
678-839-6280

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

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

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 form 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.

COURSE INFORMATION

Course Description

Special topics courses in this degree program explore subject areas at the leading edge in this field. Titles and descriptions of specific courses to be inserted at time of offering. *Course may be repeated for credit up to 20 times.*

Prerequisites: Health and Community Wellness Admission (CMWL)
Co-requisites:

Required Text(s)

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (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/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:

Approaches to Instruction

Approaches to instruction will be specified at time of offering.

Course Objectives and Learning Outcomes

Students will:

All course objectives will be aligned with the National Wellness Institute's core competencies for wellness promotion and created from the five domains – (1) Systems Aspects, (2) Methodological Aspects, (3) Professional Aspects, (4) Project Management Aspects, and (5) Contextual Aspects. Specific course objectives to be determined by instructor based on the particular topic and nature of each course.

Assignments and Evaluation Procedures

1. Exam – Students will take one cumulative final exam that covers all assigned readings, teacher and student presentations, and in-class discussions.

2. Quizzes and In-Class Assessments – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester.

3. Project – Students will complete and submit one culminating class project.

Evaluation Procedures:

Will be specified at the time the course is offered.

Grading Policy

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59% or less = F

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

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:

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.

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
Semester Topics

Week	Topic
Week 1	To be determined at the time the course is offered.
Week 2	To be determined at the time the course is offered.
Week 3	To be determined at the time the course is offered.
Week 4	To be determined at the time the course is offered.
Week 5	To be determined at the time the course is offered.
Week 6	To be determined at the time the course is offered.
Week 7	To be determined at the time the course is offered.
Week 8	To be determined at the time the course is offered.
Week 9	To be determined at the time the course is offered.
Week 10	To be determined at the time the course is offered.
Week 11	To be determined at the time the course is offered.
Week 12	To be determined at the time the course is offered.
Week 13	To be determined at the time the course is offered.
Week 14	To be determined at the time the course is offered.
Week 15	To be determined at the time the course is offered.

Course View (Read Only)

Attachments
Current File: XIDS 2002 STEM.docx

Originator

Dean
Department

College of Science and Mathematics
College

Lew Yan Voon, Lok
Originator

What would you like to do?
◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

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

Shared Governance Process
Senate Action Item   (See Procedure)

Course Details

XIDS **2002**
Prefix   Number

STEM and Makerspace
Course Title

The theme of the course is to provide an experiential learning approach to teaching discovery and innovations in STEM.

Course Catalog Description

1	2	2	Spring - 2018	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This will be an interdisciplinary, student success for COSM majors to fulfill their Area B2 requirement. (Other majors can register based on capacity.) We believe this will be the only Area B2 course for STEM majors with an experiential learning component. This course can be developed into a First-Year Seminar course and have a service learning component (though neither will be included at this time). High-impoact practices have been shown to improve retention rate.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 24

Comments

Attachments
Current File: XIDS 2002 STEM.docx

Final Approval

David Jenks [REQUIRED]

Final Approver

Other Approvals

Nicholas Sterling [APPROVED
2017-11-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

College Approvals

XIDS 2002 (Spring 2018)

What Do You Know About **STEM and Makerspace**

2 credit hours

Instructor: Dr. Lok C. Lew Yan Voon (TLC 3234), email: lokl@westga.edu

Class: W 13:00-14:40

Office hours:

Course Description

The theme of the course is to provide an experiential learning approach to teaching discovery and innovations in STEM.

Date	Topic
1/8	What is STEM?
1/22	Success in STEM learning
1/29	Scientific method
2/5	Introduction to Makerspace
2/12*	Makerspace training
2/19*	Makerspace training
2/26	Case study of innovation
3/5*	Makerspace training
3/12	Scientific communication
3/19	Spring break
3/26*	Makerspace Training
4/2*	Develop Prototype
4/9*	Develop Prototype
4/16*	Develop Prototype
4/23	Class presentation
4/30	Class presentation

* Hands-on sessions at the Burson Center.

Learning Outcomes

Having taken this course, students will be able to

1. Describe the purpose and operation of a makerspace based on first-hand experience and training.
2. Practice teamwork.

3. Communicate fluently using scientific terminology.
4. Use open-source hardware and software to prototype one's own creation.
5. Recognize the maker movement in the Carrollton region.

Evaluation

- Class discussion
- Class project
- Class presentation
- Makerblog participation

Grades

- A: 86-100%, B: 71-85%, C: 60-70%, D: 50-59%, F: < 50%

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

Program View (Read-Only)

Originator

Tanner Health System School of Nursing
College

Nursing
Department

Duke, Karen
Originator

What would you like to do?

○ Add New Track/Concentration ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

Tanner Health System School of Nursing
College

Bachelor of Science in Nursing
Existing Program (as shown in the DMA)

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

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

Summer | 2018
Effective Semester/Year

On Campus
Program Location

Undergraduate
Degree Level

Modification Details

The Tanner Health System School of Nursing is proposing that when a student has earned 24 semester credit hours in Bachelor of Science in Nursing (BSN) core course work, they must have a Nursing program GPA (PGPA) of 2.8 or higher to continue in the major of "Undecided Health – Nursing Interest."

(Max 4000 characters)

Rationale

Using data from the Education Advisory Board, it was found that students with a PGPA of less than 2.8 by the time they have completed 24 semester credit hours graduate from the nursing major at a much lower rate than students across the university in other majors. At the point a student has earned 24 semester credit hours, typically one semester remains prior to their application for admission to nursing school. If a student has a PGPA below 2.8 at this time, the student is unlikely to obtain the number of credits at a grade of "A" in one semester needed to raise the PCGP to the 3.0 required for nursing program admission.

(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

The average term of transition for those students who do change their major is the fourth semester. Transitioning students into a new major at an earlier time will increase retention rates and reduce time to their degree attainment. Those students not meeting the proposed benchmark by the completion of 24 semester credit hours of BSN core course work will receive intensive advising to assist them in changing their educational focus.

(Max 4000 characters)

College Approvals

Linda A. Mason Barber   [APPROVED 2017-09-14]

Associate Dean, Nursing

Jennifer Schuessler   [APPROVED 2017-10-04]

Dean, School of Nursing

Other Approvals

Nicholas Sterling   [APPROVED 2017-11-01]

Chair, Undergraduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

Program View (Read-Only)

Attachments
Current File: BSN Revised Plan of Study & Core curriculum map.pdf

Originator

Tanner Health System School of Nursing	Nursing	Duke, Karen
College	Department	Originator

What would you like to do?
○ Add New Track/Concentration ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Comments

Program Selection

Tanner Health System School of Nursing	Bachelor of Science in Nursing
College	Existing Program (as shown in the DMA)

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

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

Shared Governance Process

	Senate Action Item	(See Procedure)

On Campus	Undergraduate
Program Location	Degree Level

Summer	2018
Effective Semester/Year	

Modification Details

Keep NURS 2101 as a Guided Elective; Change NURS 2102 to NURS 3100 and include these 3 credit hours in the major (increases major hours by 3 and total hours for plan of study to 123). Student requirements for area F would then include an additional sociology or psychology course option. These options would include PSYC 1101: Introduction to General Psychology or SOCI 1101: Introduction to Sociology or SOCI 1160: Introduction to Social Problems. Cannot use same course used to satisfy Area E requirements.

(Max 4000 characters)

Attachments
Current File: BSN Revised Plan of Study & Core curriculum map.pdf

Rationale

Modification is necessary to correct an error in the area F core requirements as outlined by the Board of Regents for Nursing. Modification will allow the program to meet compliance.

(Max 4000 characters)

SACSCOC Substantive Change

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

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

Comments

Students are currently required to compete all Area F courses with a grade of C or better. With this change, students would have to complete the additional Sociology or Psychology course with a grade of C or better as well.

Please see 2 attachments:
Revised Core Curriculum Map
Revised Plan of Study August 2017

(Max 4000 characters)

College Approvals

Jennifer Schuessler   [APPROVED 2017-10-04]

Dean, School of Nursing

Linda A. Mason Barber   [APPROVED 2017-09-14]

Associate Dean, Nursing

Other Approvals

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Nicholas Sterling   [APPROVED 2017-11-01]

Chair, Undergraduate Programs Committee

Final Approval

David Jenks   [REQUIRED]

Final Approver

University of West Georgia, Tanner Health System School of Nursing Curriculum & Plan of Study

CARROLLTON Campus Full-Time 6 Semesters – 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (15 hours)	Spring 1 (15 hours)
NURS 2101 Patho/Pharm I (3-0-3)	NURS 3100 Patho/Pharm II (3-0-3)	NURS 3102 Prof Nsg Concepts II (2-0-2)
NURS 3000 Holistic Hlth Assessment (2-2-3)	NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 3202 Health Care of Client II (4-0-4)
	NURS 3201 Health Care of Client I (3-0-3)	NURS 3302 Clinical Practice II (0-12-6)
	NURS 3301 Clinical Practice I (0-12-6)	NURS 3400 Nsg Rsch & EBP (3-0-3)

Summer 2 (1 hour)	Fall 2 (14 hours)	Spring 2 (15 hours)
NURS 3303 Comp. Based Clinical (0-2-1)	NURS 4101 Prof Nsg Concepts III (2-0-2)	NURS 4102 Prof Nsg Concepts IV (2-0-2)
	NURS 4201 Hlth Care of Client III (4-0-4)	NURS 4202 Hlth Care of Client IV (4-0-4)
	NURS 4300 Clinical Specialty Pract (0-6-3)	NURS 4302 Clinical Practice IV (0-16-8)
	NURS 4301 Clinical Practice III (0-10-5)	NURS 4000 NCLEX Preparation (1-0-1)

NEWNAN Campus Part-Time 8 Semesters – 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (8 hours)	Spring 1 (9 hours)
NURS 2101 Patho/Pharm I (3-0-3)	NURS 3100 Patho/Pharm II (3-0-3)	NURS 3201 Health Care of Client I (3-0-3)
NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 3000 Holistic Hlth Assessment (2-2-3)	NURS 3301 Clinical Practice I (0-12-6)
	NURS 3102 Prof Nsg Concepts II (2-0-2)	

Summer 2 (5 hours)	Fall 2 (10 hours)	Spring 2 (10 hours)
NURS 3400 Nsg Rsch & EBP (3-0-3)	NURS 3202 Hlth Care of Client II (4-0-4)	NURS 3303 Comp. Based Clinical (0-2-1)
NURS 4101 Prof Nsg Concepts III (2-0-2)	NURS 3302 Clinical Practice II (0-12-6)	NURS 4201 Hlth Care of Client III (4-0-4)
		NURS 4301 Clinical Practice III (0-10-5)

Summer 3 (5 hours)	Fall (13 hours)	
NURS 4102 Prof Nsg Concepts IV (2-0-2)	NURS 4202 Hlth Care of Client IV (4-0-4)	
NURS 4300 Clinical Specialty Pract (0-6-3)	NURS 4302 Clinical Practice IV (0-16-8)	
	NURS 4000 NCLEX Preparation (1-0-1)	

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

University of West Georgia
Semester Core Curriculum
Undecided Health – Nursing Interest

The following core guide is meant to display the list of possible/required courses for students pursuing a BSN at the University of West Georgia. Students using this guide should also refer to the UWG Undergraduate Catalog regarding core policies. Courses that are available online have been identified, and equivalent course numbers have been provided. If you are ever uncertain of choice for core, please contact your advisor at the School of Nursing.

Area A

Essential Skills - 9 credit hours

		Credit Hrs
ENGL 1101	English Composition I (eCore)	3
ENGL 1102	English Composition II (eCore)	3

Nursing majors take either MATH 1001 or MATH 1111.

| MATH 1001 | Quant Skills and Reasoning (1101eCore) | 3 |
| MATH 1111 | College Algebra (eCore) | 3 |

Note: Math 1113 Precalculus and Math 1634 Calculus are acceptable. Grades of C or better are required in both English courses; Grade of C or better required in Area A Math in order to take MATH 2063 (see next pg).

Area B

Institutional Priorities 4-5 hours. (Students may take any combination of courses as long as one is from category 1 & the total is 4hrs for science majors).

Category 1: Oral Communication: Choose one of the following:

ART 2000	Oral Communication & the Visual Arts	3
COMM 1110	Public Speaking	3
COMM 1100	Human Communication (eCore/transfer)	3
ENGL 2000	American Speech	3
ENGL 2050	Self-Staging: Oral Comm. in Daily Life	3
PHIL 2020	Critical Thinking	3
THEA 2050	Self-Staging: Oral Comm. in Daily Life	3
XIDS 1004	Oral and Technological Communication	4
FOR LANG	1001 or 1002 (French, German, Spanish)	3

Category 2. Other Institutional Priorities: Choose one of the following:

| ANTH 1100 | Faces of Culture | 2 |
| BUSA 1900 | Surfing the Internet for Success | 2 |

CS 1000	Practical Computing	1
CS 1020	Computers & Society (95% online)	2
LIBR 1101	Acad Resrch & the Library (95 % online)	2
MUSC 1110	Survey of World Music	2
XIDS 2001	What Do You Really Know About...	1
XIDS 2002	What Do You Really Know About...	2

Area C – Humanities and Fine Arts – 6 credit hours

Category 1: Fine Arts (Choose one)

XIDS 2100	Arts & Ideas (various topics)	3
ART 1201	Introduction to Art	3
ART 2201	History of Western Art I (offered online)	3
ART 2202	History of Western Art II	3
ENGL 2060	Intro to Creative Writing	3
FILM 2080	Intro to the Art of Film	3
MUSC 1100	Music Appreciation	3
MUSC 1120	Survey of Jazz, Rock, & Popular Music	3
THEA 1100	Theatre Appreciation	3

Category 2: Humanities (Choose one)

XIDS 2100	Arts & Ideas (various topics)	3
COMM 1154	Introduction to Mass Communications	3
ENGL 2110	World Literature (2111 eCore)	3
ENGL 2120	British Literature	3
ENGL 2130	American Literature (2132 eCore)	3
ENGL 2160	Philosophy and Literature	3
ENGL 2180	Studies in African-American Literature	3
ENGL 2190	Studies in Literature by Women	3
FOR LANG	1001, 1002, 2001, 2002 (eCore-SPAN 2001/2)	3
FORL 2200	Survey of National Literatures	3
FORL 2300	Topics in National Literatures	3
PHIL 2010	Introduction to Philosophy (1001 eCore)	3
PHIL 2030	Introduction to Ethics	3

4. One required from the following:
Social Science Elective Courses

ANTH 1102	Introduction to Anthropology	3
ECON 2100	Economics for Everyone	3
ECON 2105	Principles of Macroeconomics	3
ECON 2106	Principles of Microeconomics	3
GEOG 1013	World Geography	3
GEOG 2503	Cultural Geography	3
PHIL 2130	Intro to World Religions	3
POLS 2201	State and Local Government	3
*PSYC 1101	Introduction to General Psychology (eCore)	3
*SOCI 1101	Introduction to Sociology (eCore)	3
*SOCI 1160	Introduction to Social Problems	3
XIDS 2300	Interdisciplinary Studies in the Soc Sci	3
XIDS 2301	Introduction to Global Studies	3

*Students may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.

Area F

Nursing Requirements 18 hours: All required.

*BIOL 2021/L	Anatomy & Physiology I w/Lab	4
*BIOL 2022/L	Anatomy & Physiology II w/Lab	4
*BIOL 2030/L	Medical Microbiology w/Lab	4
**PSYC 1101 Introduction to General Psychology (eCore); or SOCI 1101: Introduction to Sociology (eCore); or SOCI 1160: Introduction to Social Problems		3

Nursing Course Taken in BSN Program:

NURS 2101	Pathophys/Pharm I	3

*Students should consult with advisor and/or review Undergraduate Catalog for Area F Prerequisites. Grade of C or better required in all Area F courses.
**Students may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.

*The courses that have the "eCore" label are also offered via eCore in addition to face to face.

---

*XIDS 2100 Can only be used in one Area C Category

Area D

Option III for Nursing Majors
Category 1: Laboratory science sequence (Choose one Sequence)

BIOL 1107/L	Principles of Biology I w/Lab	4
BIOL 1108/L	Principles of Biology II w/Lab	4
-OR-		
*CHEM 1151K	Survey of Chemistry I w/Lab	4
CHEM 1152K	Survey of Chemistry II w/Lab	4
-OR-		
**CHEM 1211K	Principles of Chemistry I w/Lab (eCore)	4
CHEM 1212K	Principles of Chemistry II w/Lab (eCore)	4
-OR-		
PHYS 1111/L	Introductory Physics I w/Lab	4
PHYS 1112/L	Introductory Physics II w/Lab	4

*Pre/co-requisite MATH 1111 (if taken as a co-req, must register for MATH 1111 1st)
**Pre/co-requisite MATH 1113 (pre-calc)

Category 2: MATH 2063   Applied Statistics (1401 eCore)   3

Area E

Social Sciences 12 hours
1. One required from the following two: World History
   HIST* 1111   Survey of World History/Civ I (eCore)   3
   HIST* 1112   Survey of World History/Civ II   3
2. One required from the following two: American/Georgia History
   HIST* 2111   United States History I (to 1865; eCore)   3
   HIST* 2112   United States History II (since 1865)   3
Note: *Students may exempt HIST 2111 or HIST 2112 by examination. If the course is exempted however, an additional 3 hours are to be taken from area #4 of area E.
3. The following is required: American/Georgia Government
   POLS 1101   American Government (eCore)   3
   If course taken out-of-state, must fulfill Ga. History/Constitution requirement (contact Academic Testing Services @ UWG)

Addendum III

Program View (Read-Only)

Attachments

Current File: STEM Education Endorsement Program Sheet April 2017.pdf

Originator

Drake, Jill
Originator

Early Childhood through Secondary Education
Department

College of Education
College

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ◉ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Action Item   (See Procedure)

Program Selection

Early Childhood through Secondary Education
Department

College of Education
College

On Line
Program Location

Graduate
Degree Level

STEM Education Endorsement
Program Name

Summer   2018
Effective Semester/Year

STEM Education Endorsement
Degree Name

Modification Details

(Max 4000 characters)

Rationale

The Georgia Professional Standards Commission approved this new STEM Education Endorsement program to prepare Georgia education professionals to model STEM content pedagogy in the field and a the grade level of their base certification. This endorsement is available to education professionals across the state. Improving STEM Education is not only a state initiative but a national initiative as well. The adoption of this endorsement may attract educators to the University of West Georgia and increase graduate enrollment. The adoption of this endorsement is also important to the Department of Early Childhood Through Secondary Education in seeking to offer relevant, up-to-date programs of study.

The STEM Education endorsement program is designed for educators holding a level four (4) or higher renewable professional certificate in any teaching, service, or leadership field. Graduate students may enroll in the program as a part of an existing graduate program or as a stand-alone program.

(Max 4000 characters)

Attachments

Current File: STEM Education Endorsement Program Sheet April 2017.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

Jill Drake   [APPROVED 2017-04-13]

Chair, Course Department

Laura Smith   [APPROVED 2017-06-08]

Associate Dean, College of Education

Other Approvals

Susan Hall Webb   [APPROVED 2017-11-03]

Chair, Graduate Programs Committee

Julia Farmer   [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks   [REQUIRED]

Final Approver

STEM EDUCATION ENDORSEMENT

PROGRAM OF STUDY

Name: _____ **ID#:** 917 _____

	HRS	GR	TRF/SUB
Required Courses	**12 hrs**		
Semester I – Summer ECSE 7274: Introduction to Community-Based STEM Education	3		
Semester II – Fall ECSE 7275: STEM Mathematics for Social Justice ECSE 7276: STEM Investigations through Ecojustice	6		
Semester III – Spring ECSE 7277: Designing Community-Based STEM Education	3		

Program Notes:

1. This program is designed for educators holding a level four (4) or higher renewable professional certificate in any teaching, service, or leadership field.
2. The courses in the STEM Endorsement are all offered fully online.
3. Candidates will be required to document clinical experiences in the grade band of their base teaching certificate as part of the requirements for completing this program. Securing field placement sites is the responsibility of the candidate.

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

Department Chair signature: _____ Date: _____

Early Childhood Through Secondary Education   College of Education
University of West Georgia   Last updated April 2017

Program View (Read-Only)

Originator

College of Arts and Humanities
College

English and Philosophy Department
Department

Erben, Patrick
Originator

What would you like to do?

○ Add New Track/Concentration ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item _____ (See Procedure)

Program Selection

College of Arts and Humanities
College

Master of Arts with a Major in English
Existing Program (as shown in the DMA)

Master of Arts with a Major in English
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

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

Spring | **2018**
Effective Semester/Year

On Campus
Program Location

Graduate
Degree Level

---Modification Details---

Copy to be added to the program description in the catalog: "Applicants to the M.A. in English with an overall or major GPA of 3.5 and above in a B.A. program in English (completed in the last 10 years) are exempt from the GRE requirement."

This sentence should be inserted after: "Applicants should also demonstrate proficiency by achieving a minimum score of 500 on the verbal portion of the GRE and 4.5 on the GRE analytical writing test."

(Max 4000 characters)

---Rationale---

Bringing our admissions practice into line with other programs in the college and the state.

(Max 4000 characters)

SACSCOC Substantive Change

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

Check all that apply to this program

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

Comments

This sentence should be inserted after: "Applicants should also demonstrate proficiency by achieving a minimum score of 500 on the verbal portion of the GRE and 4.5 on the GRE analytica writing test. "

(Max 4000 characters)

College Approvals

Meg Pearson [APPROVED 2017-10-05]

Chair, Course Department

Pauline Gagnon [APPROVED 2017-10-26]

Dean, College of Arts and Humanities

Other Approvals

Susan Hall Webb [APPROVED 2017-11-03]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Addendum IV

FY19 Budget Request - Final

Priority	Div	FTE	Item	State/Tui	Cummulative
1	AA		QEP	$50,000	$50,000
2	AA	1.0	OFE Dept Assistant COE	$50,412	$100,412
3	AA	1.0	Education Research Faculty TT	$82,100	$182,512
4	AA	1.0	Geoscience TT Faculty	$21,830	$204,342
5	AA	1.0	Math Instructor NTT	$61,516	$265,858
6	AA	1.0	Math Instructor NTT	$61,516	$327,374
7	AA	1.0	Math Instructor NTT	$61,516	$388,890
8	AA	1.0	Management Lecturer NTT	$99,522	$488,412
9	AA	1.0	Education Research Faculty TT	$82,100	$570,512
10	AA	1.0	Nursing Assoc Prof TT	$109,380	$679,892
11	AA	1.0	Health/Comm Wellness Instructor	$67,220	$747,112
12	AA	1.0	Criminology Lecturer	$57,303	$804,415
13	AA	1.0	Mass Comm Professional Staff	$12,400	$816,815
14	AA	1.0	Music Assist Prof TT	$75,150	$891,965
15	AA	1.0	Economics Faculty TT	$121,036	$1,013,001
16	AA	1.0	Sociology Lecturer	$54,002	$1,067,003
17	SAEM	1.0	Assoc Director Advising Center	$82,100	$1,149,103
18	ITS	1.0	Cybersecurity-Malware Protection	$28,000	$1,177,103
19	AA	0.5	Dept Assistant Sr Biology (.5)	$32,121	$1,209,224
20	AA	1.0	Art Assist Professor TT	$69,700	$1,278,924
21	AA	1.0	Criminology Assist Prof TT	$74,660	$1,353,584
22	AA	1.0	Costume Shop Coordinator	$51,100	$1,404,684
23	AA	1.0	Professional Advisor-Newnan	$52,593	$1,457,277
24	SAEM	1.0	Dept Associate (CALV)	$58,587	$1,515,864
25	AA	1.0	Academic Advisor - RCOB	$52,593	$1,568,457
26	B&F	1.0	Mail Clerk, 9 mos	$33,491	$1,601,948
27	AA	1.0	Library Facilities Manager	$74,928	$1,676,876
28	AA	1.0	SON Admin Assist Exec to Dean	$57,369	$1,734,245
29	AA	0.5	History Dept Assist Sr PT (.5)	$22,189	$1,756,434
30	SAEM	1.0	Visit Coordinator (admissions)	$45,198	$1,801,631
31	SAEM	1.0	Coordinator Student Transition	$52,087	$1,853,718
32	SAEM	1.0	Assoc Director Enrollment Center	$74,169	$1,927,887
33	ITS		Internet Access Hi-Availability	$30,000	$1,957,887
34	B&F	1.0	Shipping & Receiving Clerk - Sr	$42,088	$1,999,975
35	B&F	1.0	Records Clerk - UPD PG5	$45,198	$2,045,173
36	SAEM	1.0	Event Production (CC)	$66,570	$2,111,743
37	AA		AVP Research (chng from Director)	$53,450	$2,165,193
38	AA	3.0	COSM Academic Advisors (3)	$157,779	$2,322,972
39	AA		Faculty P&T	$254,000	$2,576,972
40	All		Equity Salary Study	$300,000	$2,876,972
		36.0	**Sub Total**	**$2,876,972**	

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Priority	Div	FTE	Item	State/Tui	Cummulative
			Replacing eTuition Tenured/Tenured Track Faculty:		
41	AA	1.0	Nursing Tenured Faculty & EdD Director	$136,485	$3,013,457
42	AA	1.0	Spanish Tenured Faculty	$77,931	$3,091,388
43	AA	1.0	Accounting Tenured Faculty	$165,002	$3,256,390
44	AA	1.0	Ingram Library Tenured Faculty	$102,206	$3,358,596
45	AA	1.0	Management Tenured Faculty	$139,614	$3,498,210
46	AA	1.0	Management Tenured Faculty	$148,654	$3,646,864
47	AA	1.0	Nursing Tenure Track Faculty	$92,900	$3,739,764
48	AA	1.0	LSI-COE Tenure Track Faculty -Admin &Supervision	$81,066	$3,820,830
49	AA	1.0	COE Tenure Track Faculty	$77,510	$3,898,339
50	AA	1.0	CriminologyTenure Track Faculty	$89,033	$3,987,372
51	AA	1.0	Mass Communications Tenure Track Faculty	$75,564	$4,062,936
52	AA	1.0	Psychology Tenure Track Faculty	$80,724	$4,143,660
53	AA	1.0	Art Tenure Track Faculty	$69,781	$4,213,441
54	AA	1.0	COE-Instructional Technology Tenure Track Faculty	$80,127	$4,293,568
55	AA	1.0	COE-Comm. & Science Disorders Tenure Track Faculty	$78,602	$4,372,169
56	AA	1.0	Criminology Tenure Track Faculty	$73,380	$4,445,549
57	AA	0.5	Chemistry Tenured Faculty	$65,876	$4,511,426
		16.5	**Sub Total eTuition***	**$1,634,454**	
		52.5	**Total Request**	**$4,511,426**	

*Total eTuition funding request with $808,864 internal	$2,443,318	
Requested from State/Tuition Increase	($1,634,454)	
Reduction to Distance Learning budget	($100,000)	
Redirect from state allocation for eCampus	($250,000)	
FY18 eTuition Growth (not allocated)	($210,000)	
FY18 General Tuition Growth (not allocated)	($248,864)	
Balance to Reduce	**$0**	

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Addendum V

OneUSG Connect Change Network

University of West Georgia

UNIVERSITY SYSTEM
OF GEORGIA

OneUSG Connect

A USG initiative to develop and implement a consistent approach to policies, procedures, and technology solutions associated with PeopleSoft Human Capital Management (HCM).
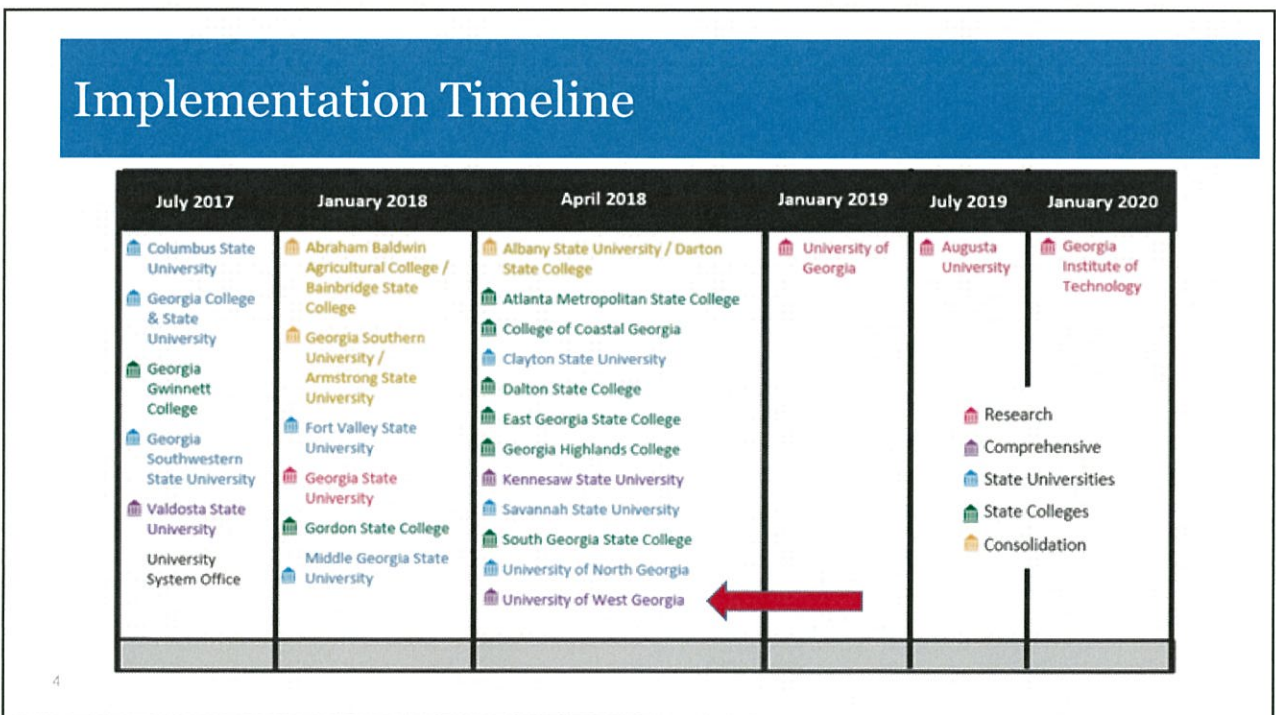
The goal is to reduce costs, streamline processes, and have uniform guidelines with centralized support.

2

UNIVERSITY SYSTEM
OF GEORGIA

Project Team

Team Member	Role
Dale Driver	Project Manager
Rodney Byrd	Functional Manager (Payroll/Benefits)
Elizabeth Baker	Functional Manager (Budget)
Cole Stratton	Functional Manager (Budget)
Dan Lewis	Change Management (Communications)
Patricia Durrough	Change Management (Training)
Hugh Russell	Technical Manager
Lisa Kunkler	Functional Manager (Commitment Accounting)
Suzanne Garrett	Functional Manager (Faculty Events)
Paula Kepes	Functional Manager (HR Employment)
Karen Hulsey	Functional Manager (HR Employment)

3

Implementation Timeline

July 2017	January 2018	April 2018	January 2019	July 2019	January 2020
Columbus State University	Abraham Baldwin Agricultural College / Bainbridge State College	Albany State University / Darton State College	University of Georgia	Augusta University	Georgia Institute of Technology
Georgia College & State University	Georgia Southern University / Armstrong State University	Atlanta Metropolitan State College			
Georgia Gwinnett College		College of Coastal Georgia			
		Clayton State University			
Georgia Southwestern State University	Fort Valley State University	Dalton State College		Research	
	Georgia State University	East Georgia State College		Comprehensive	
Valdosta State University		Georgia Highlands College		State Universities	
	Gordon State College	Kennesaw State University		State Colleges	
University System Office	Middle Georgia State University	Savannah State University		Consolidation	
		South Georgia State College			
		University of North Georgia			
		University of West Georgia			

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Go Live

MARCH/APRIL 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25 First bi-weekly pay period begins for OneUSG	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13 First pay date for OneUSG	14

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UNIVERSITY SYSTEM
OF GEORGIA

Project Information

Employee Self Service

Provides employees an online easy-to-use tool for:

- updating personal information
- submitting time sheets
- requesting leave
- reviewing payroll information

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UNIVERSITY SYSTEM
OF GEORGIA

3

Project Information

Manager Self Service

Provides managers with an online easy-to-use tool for:

- approving time and absence request
- initiating/approving PAR's
- reviewing team information

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UNIVERSITY SYSTEM OF GEORGIA

Project Information

Faculty Data Self Service

Provides faculty with an online easy-to-use tool for:

- Managing faculty-specific needs including tenure and events, such as presentations or publications.

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UNIVERSITY SYSTEM OF GEORGIA

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What's Changing?

ADP

ORACLE PEOPLESOFT

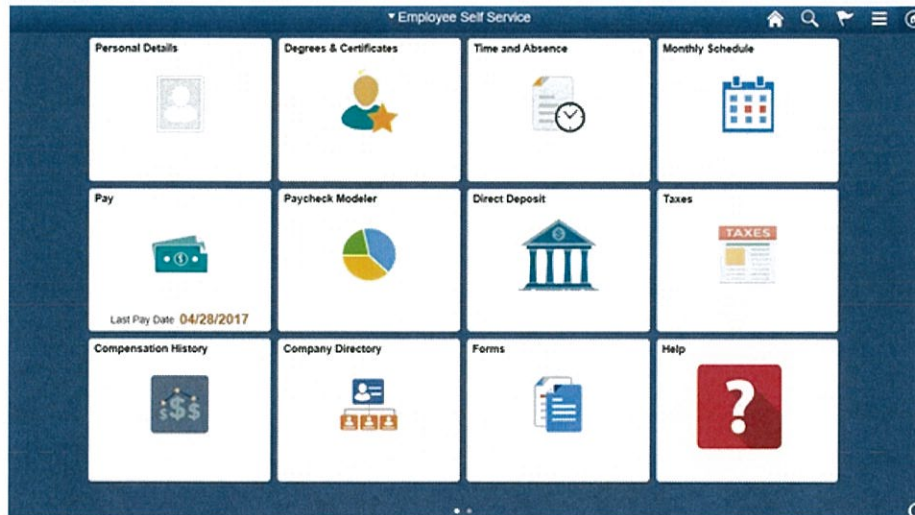| ADP	ORACLE PEOPLESOFT
Login	Single Sign-on
Java Environment	No Java
PC Accessible	Mobile Friendly
Entering Absences directly on the timecard	All Absences must be requested electronically; no absences may be placed on the time sheet manually.

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UNIVERSITY SYSTEM OF GEORGIA

What's Changing?

ADP

ORACLE PEOPLESOFT

ADP	ORACLE PEOPLESOFT
Pay Week: Saturday to Friday	Pay Week: Sunday to Saturday
Work Schedule not used	Work Schedule for ALL employees
Time Card Approval	Reports to vs. Time and Absence Approval
No Manager Self Service (PAR's)	Manager Self Service
Preferred Name	Legal Name

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UNIVERSITY SYSTEM OF GEORGIA

5

The "Fluid" Environment

Resources Available

- Website: https://www.westga.edu/hr/oneusg-dev/
  - YouTube Video Tutorials
  - Job Aids
  - FAQ's
- Instructor-led Training
- Open Forums

Questions?

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UNIVERSITY SYSTEM
OF GEORGIA

Addendum VI

UNIVERSITY *of*
West Georgia.

UWG PROCEDURE 3.8.1, First Amendment and Protected Activity on Campus
Authority: UWG POLICY 3.8 (Student Conduct and Discipline)

The Chief Legal Officer establishes the following procedures for compliance with the First Amendment and Protected Activity on Campus as authorized by UWG Policy 3.8 on Student Conduct and Discipline:

A. Statement of Purpose

The University of West Georgia ("UWG or the University") places great importance on First Amendment guarantees of freedom of speech, freedom of expression, and the right to assemble peaceably. The University remains firmly committed to affording groups and individuals the opportunity to engage in peaceful and orderly protests and demonstrations. In order to achieve this objective, while at the same time ensuring that the University fulfills its educational mission, the University may regulate the time, place, and manner of expression to assure equal opportunity for all persons, preserve order within the campus community, protect and preserve University property, and provide a secure environment to individuals exercising freedom of expression. The University will not use this Procedure to regulate content or viewpoints, as further explained in Paragraph F. below.

B. Definitions

For the purposes of this Procedure, the following definitions apply:
1. *Campus* –UWG-owned or leased buildings, grounds and property, including sidewalks and streets within campus boundaries.
2. *First Amendment Speech* – freedom of speech as guaranteed by the First Amendment to the Constitution of the United States; this *DOES NOT* include speech or expression that violates relevant speech provisions in the University's policies or procedures on anti-bullying (see UWG Procedure 3.8.2), sales and solicitation (see UWG Procedures 5.5.1, 5.5.2, and 5.5.3), or civil rights (see UWG Procedure 6.2.5), or that violates any other applicable UWG or BOR conduct policy or procedure, or any applicable Federal or Georgia law. [NOTE: Employees should be aware that they are subject to more restrictions based upon BOR policy and employment laws. Please contact University General Counsel with any questions regarding permitted activity.]
3. *Free Expression Areas* – open outside areas, that are not used for administrative purposes related to the operation of the University or for educationally related activities, that are generally available to the University Community for *First Amendment Speech.* This includes areas approved by the President of UWG and published in Appendix A to this Procedure. At a minimum, this includes the areas between the UCC and the UCC fountain; the grassy area behind the UCC fountain; and the areas between the Campus Center and the Library.
4. *University Community* - (1) all persons enrolled at or employed by the University, including University students, faculty, staff, administrators, and employees, and (2) recognized University-affiliated entities including University departments, foundations, and registered University student organizations.

C. Procedures for University Affiliated Speakers

Free Expression Areas of campus may be used for *First Amendment Speech* by members of the University Community, subject to the restrictions in Paragraph E., and based on availability on a first-come, first-served basis, so long as other individuals or groups have not first reserved the space. In the

event that conflicts arise due to unscheduled *First Amendment Speech*, *and those conflicts cannot be reasonably resolved by relocating the previously scheduled event*, the following order of precedence shall govern:

1. Official recurring University sponsored events and activities (i.e. homecoming, etc.);
2. Recognized and recurring student organizations' events and activities;
3. Student events and activities scheduled at least two weeks in advance;
4. Unscheduled *First Amendment Speech* by currently enrolled students; and
5. All other activity on Campus.

The University encourages all parties who are members of the University Community and are seeking to use Campus facilities for *First Amendment Speech* to contact the office of the Chief Auxiliary Officer to minimize conflicts and accommodate all interested users.

Groups of fifty (50) or more persons wishing to gather in the *Free Expression Areas* must contact one of the following as soon as possible: - (1) for calls made Monday through Friday from 8:00 to 5:00 p.m., contact Auxiliary Services at (678) 839-6525; (2) for calls made at all other hours, contact the University Police at (678) 839-6000. Prior notice is requested to ensure that there is sufficient space for the large group event, that the large group event does not conflict with any other scheduled use of the space, and that sufficient University resources are available for crowd control and security. If such advance notice is not feasible because of circumstances that could not be reasonably anticipated, such as very recent or still-unfolding news developments, the person or group should provide the University with as much advance notice as circumstances reasonably permit.

D. Procedures for Non-University Affiliated Speakers

Individuals or groups who are not members of the University Community or the sponsored guest(s) of a member of the University Community are restricted to the open area in front of the University Community Center for purposes related to *First Amendment Speech*. All speakers must submit a completed Facility Use Request form (see Appendix B) and must obtain prior approval in writing for use of the area from the Chief Auxiliary Officer or designee. Non-University Affiliated speakers may only utilize the area between the hours of 8:00 am and 5:00 pm Monday through Friday, and must comply with all requirements set forth in Paragraph E. below.

E. Restrictions and Authority to Deny Use

The University reserves the right to deny or change the location or time for the use of any area on Campus for *First Amendment Speech* if the activity:

1. Attracts a crowd larger than the requested location can safely contain;
2. Significantly disrupts University activities inside or outside of buildings (including classes);
3. Significantly disrupts previously-scheduled campus events;
4. Obstructs entrances or exits to buildings;
5. Obstructs vehicular or pedestrian traffic; or
6. Represents a significant threat to public safety or property, per the discretion of the President, Chief Health Officer, University Police Chief, or one of their designees.

F. Administration of Protected Speech or Expression on Campus

When assessing *First Amendment Speech*, University personnel must not consider, nor impose, restrictions on individuals or organizations based on the content or viewpoint of the expression or the possible reaction to that expression, except to the extent such factors are relevant to assessing

appropriate security measures. In the event that other persons react negatively to this expression, University personnel (including University Police) shall take all necessary steps to ensure public safety while allowing the *First Amendment Speech* to continue. University Police and the President maintain ultimate discretion to end any activity if it is deemed to be a significant threat to campus safety.

Questions about this policy may be directed to:
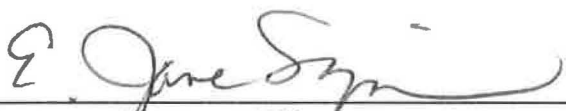Chief Auxiliary Officer
University Community Center
University of West Georgia
Tel: (678) 839-6525; Fax: (678) 839-5073
auxent@westga.edu

Issued by the Chief Legal Officer, the __2__ day of __Nov.__, 2016.

_____
Signature, Chief Legal Officer

Reviewed by President: _____

Previous versions:
Student Handbook - Freedom of Expression
Student Handbook - Speeches, Demonstrations, Distribution of Written Material Policy Governing Outdoor Speeches, Demonstrations, Distribution of Written Material and Marches
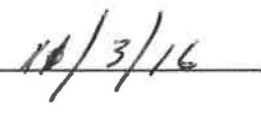
APPENDIX A

FIRST AMENDMENT AREAS ESTABLISHED AT UWG

-Open areas between the UCC and the UCC fountain
-The grassy area behind the UCC fountain
-Open areas between the Campus Center and the Library
-Love Valley
-In front of Z6

Approved by University of West Georgia President:

_____   _____
SIGNATURE   DATE   10/3/16