

Memorandum

To: General Faculty
Date: March 30, 2009
Regarding: Agenda, Faculty Senate Meeting, April 3, 2009 at 3:00 pm in
TLC 1-303

The agenda for the April 3rd Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the January 30, 2009 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Bridgette Gunnels for Chair, Shelly Elman)

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

- A) College of Arts and Sciences
- a) Writing-Intensive Program/COAS
Request: Modify Description
Action: Approved
- 1) Department of Art
- a) ART 4203
Request: Delete
Action: Approved
 - b) ART 4206
Request: Delete
Action: Approved
 - c) ART 4210
Request: Delete
Action: Approved
 - d) ART 4290
Request: Add
Action: Approved with friendly amendment to change syllabus course number and title from ART 4240: Special Topics in Art History: Modernist Criticism to ART 4290: Modernist Criticism

- e) ART 4299
Request: Add
Action: Approved with friendly amendment to change syllabus course number and title from ART 4984: Senior Seminar to ART 4299: Senior Capstone in Art History 2
 - f) ART 4406
Request: Add
Action: Approved
 - g) ART 4603
Request: Add
Action: Approved
 - h) ART 4704
Request: Add
Action: Approved
 - i) ART 4705
Request: Add
Action: Approved
 - j) ART 4706
Request: Add
Action: Approved
 - k) ART 4707
Request: Add
Action: Approved
 - l) ART 4998
Request: Add
Action: Approved with the friendly amendment to change the course number from 49XX to 4998
 - m) ART 4999
Request: Add
Action: Approved with the friendly amendment to change the course number from 49XX to 4999
- 2) Department of Mathematics
- a) BS Degree in Mathematics
Request: Modify
Action: Approved
- 3) Department of Psychology
- a) BA in Psychology
Request: Modify (catalogue pg 351)
Action: Approved
 - b) BA in Psychology
Request: Modify (catalogue p. 352)

Action: Approved

- B) Richards College of Business
 - a) BS. ED. Business Education
 - Request: Modify
 - Action: Approved

Information Items:

- A) College of Arts and Sciences
 - 1) Department of Art
 - a) ART 1006
 - Request: Modify
 - Action: Approved with friendly amendment to change syllabus course number from 1101 to 1006
 - b) ART 1007
 - Request: Modify
 - Action: Approved
 - c) ART 1008
 - Request: Modify
 - Action: Approved
 - d) ART 1009
 - Request: Modify
 - Action: Approved
 - e) ART 2301
 - Request: Modify
 - Action: Approved
 - f) ART 3220
 - Request: Modify
 - Action: Approved
 - g) ART 3230
 - Request: Modify
 - Action: Approved
 - h) ART 3240
 - Request: Modify
 - Action: Approved
 - i) ART 3250
 - Request: Modify
 - Action: Approved
 - j) ART 3260
 - Request: Modify
 - Action: Approved

- k) ART 3270
Request: Modify
Action: Approved
- l) ART 3275
Request: Modify
Action: Approved
- m) ART 3280
Request: Modify
Action: Approved
- n) ART 3401
Request: Modify
Action: Approved
- o) ART 3402
Request: Modify
Action: Approved
- p) ART 3601
Request: Modify
Action: Approved
- q) ART 3602
Request: Modify
Action: Approved
- r) ART 3703
Request: Modify
Action: Approved
- s) ART 4295
Request: Modify
Action: Approved
- t) ART 4298
Request: Modify
Action: Approved
- u) ART 4403
Request: Modify
Action: Approved
- v) ART 4404
Request: Modify
Action: Approved
- w) ART 4405
Request: Modify
Action: Approved

- x) ART 4604
 - Request: Modify
 - Action: Approved

- y) ART 4605
 - Request: Modify
 - Action: Approved

- 2) Department of History
 - a) HIST 4417
 - Request: Modify
 - Action: Approved

- B) College of Education
 - 1) Department of Curriculum and Instruction
 - a) MGED 4261
 - Request: Modify
 - Action: Approved

 - b) MGED 4264
 - Request: Modify
 - Action: Approved

 - c) MGED 4287
 - Request: Modify
 - Action: Approved

 - d) MGED 4288
 - Request: Modify
 - Action: Approved

- C) Richards College of Business
 - 1) Department of Accounting and Finance
 - a) ACCT 3212
 - Request: Modify
 - Action: Approved

 - b) ACCT 3232
 - Request: Modify
 - Action: Approved

 - c) ACCT 3251
 - Request: Modify
 - Action: Approved

 - d) ACCT 3285
 - Request: Modify
 - Action: Approved

 - e) ACCT 3241
 - Request: Modify
 - Action: Approved

- D) School of Nursing
 - a) NURS 3135
Request: Modify
Action: Approved
 - b) NURS 3235
Request: Modify
Action: Approved
 - c) NURS 3245
Request: Modify
Action: Approved
 - d) NURS 3355
Request: Modify
Action: Approved
 - e) NURS 4335
Request: Modify
Action: Approved
 - f) NURS 4345
Request: Modify
Action: Approved
 - g) NURS 4382
Request: Delete
Action: Approved

Committee II: Academic Policies and Procedures (Chair, Perry Kirk)

Information Items:

- A) Suggested Revisions for the University's Student Evaluation Instrument
(See [Addendum III](#))
- B) Suggested Questions for on-line courses (See [Addendum IV](#))

Committee III: Faculty Administrative Staff Personnel (Chair, Chris Huff)

Information Items:

- A) Report on activity reviewing Promotion, Tenure and Merit Policies.

Committee IV: Learning Resources Committee (Chair, Aran MacKinnon)

Information Item:

- A) The LRC is pleased to announce that it was able to make recommendations to fund 43 of the 48 applicants ([See Addendum V](#)) for FRGs for the next fiscal year, and this included recommendations for the allocation of all the funds projected in the budget.

The LRC is also pleased to note that as part of the award recommendations, Ms. Nicole Worthington, Director of the UWG Foundation and Development Office will provide the opportunity for invaluable advice and assistance in refining their proposals for possible submission elsewhere to each of the recipients.

On behalf of the LRC and all those who applied, I want to thank the VPAA's Office for its continued support of faculty research and all the work it has done to facilitate the LRC's work. It has been my honor and pleasure to serve the committee, and my colleagues. I am pleased to let the Senate know that Dr. Lewis Baumstark, who has provided such valuable advice in streamlining the process of evaluations for the LRC will be chairing the committee next year.

Committee VI: General University Matters Committee (Chair, Dawn McCord)

Action Item:

- A) Parking Code Revisions ([See Addendum VI](#))

Committee VII: Institutional Studies and Planning (Chair, Sunil Hazari)

Action Item:

- A) Monitoring implementation of University Strategic Plan

The Institutional Studies and Planning Committee is exploring procedures to monitor implementation of the university Strategic Plan. The following document is ([See Addendum VII](#)) an initial step that will be used to monitor implementation.

Motion to add the task of monitoring implementation of the Strategic Plan to the ISP committee purpose is being proposed.

Committee XI: Technology Planning Committee (Chair, Danilo Baylen)

Action Item:

- A) Succession and Continuity of Technology Planning Committee Leadership

To ensure continuous committee leadership, the Technology Planning Committee (TPC) requests approval for a proposal to appoint a new senator assigned to TPC as assistant chair on his/her first year of service. The assistant chair will have the following responsibilities:

- Create a meeting agenda upon consultation with the chair
- Prepare the meeting minutes
- Update and maintain the TPC website
- Represent TPC to appropriate university-wide activities in the absence of the chair.

The assistant chair will assume the chair's position on his/her second year.

The chair will have the following responsibilities:

- Identify key agenda items from consultations with different units for TPC's consideration
- Facilitate committee meetings
- Facilitate data collection for the assessment and evaluation of campus IT-related processes and activities
- Prepare and write the annual IT report
- Represent TPC to appropriate university-wide activities.

1. For Discussion and Approval -- **Extension of the 2002-2007 Information Technology Strategic Plan to the end of the academic year 2009-2010**

- A. Given the feedback received from town hall meetings, the Technology Planning Committee (TPC) requests approval to extend the current 2002-2007 Information Technology Strategic Plan to allow time to align its vision and mission to the new University-wide Strategic Plan.
- B. Upon approval of the above request, the TPC chair request permission to form a task force with representatives from academic (Arts & Sciences, Business, Education, and Nursing) and administrative (Library, Student Services, DDEC, and ITS) units. This task force will be chaired by the current Chief Information Office (CIO). The TPC chair will sit in as observer. One of the first tasks for this group will be to develop a timeline for drafting the 2010-2015 IT Strategic Plan so it will be ready for discussion at the first faculty senate meeting in Fall 2009.

Committee IX: Graduate Studies (Chair, Skip Clark)

(See Addendum VIII)

Action Items:

A) College of Arts and Sciences

- 1) Department of Political Science and Planning
 - a) POLS 6208
Request: Delete
Action: Approved
 - b) POLS 6210
Request: Delete
Action: Approved
- 2) Department of Psychology
 - a) Psychology Doctoral Program
Request: Modify (current wording on prerequisites in catalogue)
Action: Approved

- b) Psychology Doctoral Program
Request: Modify (wording for requirements)
Action: Approved
- c) Psychology Doctoral Program
Request: Modify (requirements)
Action: Approved
- d) PSYC 9887
Request: Add
Action: Approved

B) College of Education

- 1) Department of Curriculum and Instruction
 - a) EDMS 6216
Request: Add
Action: Approved
 - b) EDMS 6474
Request: Add
Action: Approved
 - c) EDMS 6485
Request: Add
Action: Approved

Information Items:

A) College of Arts and Sciences

- 1) Department of Nursing
 - a) NURS 6010
Request: Modify
Action: Approved
- 2) Department of Political Science and Planning
 - a) POLS 6209
Request: Modify
Action: Approved

B) Richards College of Business

- 1) Department of Management
 - a) ABED 6187
Request: Modify
Action: Approved
 - b) ABED 8183
Request: Modify
Action: Approved
- 2) Department of Economics
 - a) ECON 6430

Request: Modify
Action: Approved

b) ECON 6450
Request: Modify
Action: Approved

5. Old Business

Action Item:

A) Motion to endorse the University System of Georgia Faculty Council Bylaws (below):

UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL BYLAWS Revised on: August 20, 2008

Article I. Name

The name of the body hereby constituted is the University System of Georgia Faculty Council (USGFC).

Article II. Mission

The purpose of the University System of Georgia Faculty Council is to promote and foster the welfare of system faculty, in non-collective bargaining issues, through the combined creativity and expertise of faculty representatives from system institutions.

Article III. Responsibilities and Functions

The USGFC will participate in the process of University System of Georgia governance by advising, recommending, and consulting with the Chancellor or the Chancellor's designee(s) concerning the establishment of rules and regulations deemed necessary or appropriate for the promotion of the general welfare of the University System of Georgia.

The USGFC will formulate and recommend to the Chancellor or the Chancellor's designee(s) University System of Georgia policies and procedures related to but not exclusive to system faculty.

The USGFC will develop and maintain a system-wide communications network to provide for efficient transmission of relevant information to faculty.

Article IV. Voting

1. Each institution within the USG shall have one vote on any matter brought before the USGFC and that vote shall be cast by the voting representative or designee.
2. A voting member may designate an alternate to a meeting that the member cannot attend.
3. Any decisions or recommendations by the USGFC must receive majority approval from each of the three institutional tiers (research, four-year, and two-year school) groupings.
4. Voting normally takes place during a meeting of the USGFC. However, voting may also take place by electronic communication or other means as determined by the officers

in consultation with the membership of the USGFC.

Article V. Membership

Membership of the USGFC will be comprised of one voting representative from each participating system institution. The representative for a participating institution must be a member of that institution's faculty body and selected by a process determined by the faculty unit of that institution. In addition to attending USGFC meetings in person, the council also permits participation via video or phone conferencing methods.

Article VI. Officers and Duties

Section 1. Officers. The officers of the USGFC shall be a Chair and a Chair-Elect, who shall become Chair the following year. The officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the USGFC.

Section 2. Eligibility. Only voting members of the USGFC are eligible to serve as officers.

Section 3. Nomination and Election. At any meeting the USGFC will nominate at least one candidate for any vacant office. The officers shall be elected as described above in Article IV.

Section 4. Terms of Service. The term of service of an officer of the USGFC shall begin at the conclusion of the meeting at which (s)he is elected and end when his/her successor is named, and shall typically be one academic year.

Section 5. Duties. The Chair shall preside at all meetings of the USGFC. The Chair-Elect shall prepare minutes of each meeting. The primary duty of the officers shall be to communicate recommendations and decisions to the USG Chancellor or Chancellor's designee. The chair and chair-elect shall prepare the agenda in consultation with the USGFC members.

Article VII. Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the USGFC in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the USGFC may adopt.

Article VIII. Amendments

Any proposal to amend or repeal these Bylaws shall be submitted to the officers in writing at least 30 days prior to the meeting of the USGFC at which they will be discussed. The voting shall be conducted in compliance with Article IV.

6. New Business

Senate Ad-Hoc Rules Committee (Chair, Chris Aanstoos)

Action Item:

- A) To approve changes to the Policies and Procedures Manual as specified in [Addendum IX](#)

Recommended changes to UWG's Policies and Procedures and Senate By-Laws (Chris Huff)

Action Item:

- A) Motion to change UWG's Policies and Procedures, Article III. Faculty Senate By-Laws, Sections A-B, such that the Executive Secretary of the Faculty Senate will have adequate time to prepare the agenda and such that adequate advance notice of agenda items can be given to all faculty-members. The recommended changes are (strikeout = deletions; highlight = additions):

ARTICLE III. BY-LAWS OF THE FACULTY SENATE

A. MEETINGS. Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of senate meetings as well as proposals for consideration at the senate meeting shall be sent to each General Faculty member at least ~~forty-eight hours~~ **fourteen (14) days** in advance of the meeting. Official copies of the minutes of all meetings shall be kept on file in the Registrar's Office. Official copies of the minutes shall be made available to the University community from the web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

B. AGENDA. The agenda of the Senate shall be prepared by the Executive Secretary of the Senate in cooperation with the President of the University. Normally new business intended for discussion by the Senate shall be presented in writing to the Executive Secretary ~~one week~~ **fourteen (14) days** in advance of the ~~regular~~ meeting. Senate agenda may be amended by two-thirds vote of the members present.

- B) Motion to change UWG's Policies and Procedures, Article III. Faculty Senate By-Laws, Section C, such that adequate advance notice of agenda items can be given to Senate Standing Committee members and to provide consistency with Senate Committee agenda deadlines. The recommended changes are (strikeout = deletions; **■** = additions):

ARTICLE III. BY-LAWS OF THE FACULTY SENATE

C. MEETINGS OF THE STANDING COMMITTEES. Standing Committees of the Senate shall meet not less than once each semester, with meeting announcements to be mailed to each committee member at least five (5) ~~scheduled University calendar~~ **■** days prior to a meeting. Under emergency circumstances, meetings will be called as the necessity dictates. Meetings shall be called by the committee chair as business dictates or upon application in writing of five (5) committee members. The official file of the minutes of each committee meeting shall be kept in the Registrar's Office. Official copies of committee minutes shall be made available to the University community from the web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

- C) Motion to change UWG's Policies and Procedures, Article V. Amendment or Repeal of By-Laws, to remove the requirement for only working within "regular" meetings so as to

allow for more rapid change of By-Laws while retaining adequate deliberation of such changes. The recommended changes are (~~strikeout~~ = deletions; **highlight** = additions):

ARTICLE V. AMENDMENT OR REPEAL OF BY-LAWS

Motion for change or repeal of these By-Laws shall be presented in writing to all members present at a ~~regular~~ meeting of the body in question. The proposed amendment shall be voted on at the next ~~regular~~ meeting of that body and must carry by a simple majority vote of the members present.

- D) Motion to change UWG's Policies and Procedures, Article III. Faculty Senate By-Laws, Section B, to coincide with changes to the office of Chair of Faculty Senate. The recommended changes are (strikeout = deletions; highlight = additions):

ARTICLE III. BY-LAWS OF THE FACULTY SENATE

B. AGENDA. The agenda of the Senate shall be prepared by the Executive Secretary of the Senate in cooperation with the ~~President of the University~~ **Chair of the Faculty**. [. . .]

Information Item:

- A) Report on activities of the USG Faculty Council
B) Recommended meeting dates for Faculty Senate 2009-2010

September 11, 2009
October 9, 2009
November 13, 2009
December 11, 2009
January 22, 2010
February 19, 2010
March 12, 2010
April 23, 2010
June 25, 2010
July 23, 2010

7. Announcements

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
January 30, 2009

Date: January 30, 2009

Call to Order: The meeting was convened in room 1-303 of the Technology -enhanced Learning Center. Chair pro-tem Chris Huff called the meeting to order at 3:00 pm.

Roll Call: There is a change in procedures for taking roll call. For this and all future Faculty Senate meetings a roll call sheet was passed around the room and Faculty Senate members checked off their name and any person substituting for a Faculty Senator wrote their name next to the person they were substituting for.

The following people were in attendance:

Aanastoos, Austin, Baumstark, Baylen, Brown, Clark, Coleman, Cook, Elman, Gantner, Harkins, Hasbun, Hazari, Huff, Luken, MacKinnon, Mbaye, Abbott for Mowling, Murphy, Ogletree, Ramanathan, , Rollins, Snipes, Hester for Wagner

Absent: Best, Epps, Hendricks, Kirk, McCord

Minutes: The minutes for the October 31, 2008 meeting were approved.

Committee I: Undergraduate Academic Programs (Chair, Shelly Elman)

Action Items: *All Items were approved*

A) College of Arts and Sciences

1) Department of Biology

a) BIOL 1110

Request: Add

Action: Approved

b) BIOL 3134

Request: Add

Action: Approved

c) BIOL 3135

Request: Add

Action: Approved

d) BIOL 3242

Request: Add

Action: Approved

e) BIOL 4266

Request: Add

Action: Approved

f) BIOL 4424

Request: Add

Action: Approved

g) BIOL 4666
Request: Add
Action: Approved

h) BIOL 4733
Request: Add
Action: Approved

i) BIOL 4734
Request: Add
Action: Approved

2) Department of Foreign Languages and Literature

a) FREN 4250
Request: Delete
Action: Approved

3) Department of Geosciences

a) BS Degree with a Major in Earth Science (Certification in Sec. Ed.)
Request: Modify
Action: Approved

4) Department of Political Science and Planning

a) POLS 4406
Request: Add
Action: Approved

b) POLS 4409
Request: Add

Action: Approved with a friendly amendment that asks that the course description be separated from the course objectives. Dr. Dixon understands where this separation should take place.

c) POLS 4505
Request: Add
Action: Approved

d) POLS 4506
Request: Add
Action: Approved

B) Richards College of Business

1) Department of Economics

a) ECON 4400
Request: Delete
Action: Approved

2) Department of Management

a) MGNT 4330

Request: Add
Action: Approved

b) MGNT 4350
Request: Add
Action: Approved

Information Items: *Course modifications*

Committee XI: Technology Planning Committee (Chair, Danilo Baylen)

Information Item:

A) Preliminary Evaluation Report on Campus-Wide Information Technology—*Professor Baylin presented a draft of the report and stated he would like feedback from faculty members regarding the preliminary findings contained in the report. The Faculty Senate recognized the work Professor Baylin did to collect and analyze the data contained in the report.*

Committee IX: Graduate Studies (Chair, Skip Clark)

Action Items: *All items were approved. Dr. Hynes and Dr. Sethna recommended that departments submit their course deletions at the same time they submit course additions. This will improve the workflow for the Undergraduate Academic Programs Committee and Committee on Graduate Studies. The respective chairs of these committees, Professors Elman and Clark will take the information back to their committees.*

A) College of Education

1) Department of Physical Education and Recreation

a) Masters of Education in Physical Education

Request: Modify
Action: Approved

b) PHED 6660
Request: Add
Action: Approved

c) PHED 6665
Request: Add
Action: Approved

d) PHED 6668
Request: Add
Action: Approved

e) PHED 6686
Request: Add
Action: Approved

f) PHED 7640
Request: Add
Action: Approved

g) PHED7650
Request: Add

Action: Approved

Information Items: *Course modifications*

5. Old Business—None

Information Items:

Senate Ad-Hoc Rules Committee (Chair, Chris Aanstoos)

A) Progress Report—*Professor Aanastoos presented the proposed changes to the policies and procedures manual. A discussion followed after the presentation of the proposed changes. A revised version of their proposals should be on the committee website in the next two weeks. They will also send proposals to the entire faculty to review. The committee hopes to bring their final proposals to the Faculty Senate for a vote at the next two Faculty Senate meetings.*

6. New Business—None

7. Announcements—*Professor MacKinnon announced faculty members had until 5pm on 1/30/09 to submit their faculty research grant requests.*

8. Adjournment—*The meeting adjourned at 3:45pm.*

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Writing-Intensive Program/COAS College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

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

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

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

2009 MAR 11 AM 11:06

RECEIVED
VP/AA

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

Library resources are adequate Library resources need enhancement

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

Please see attached catalog description

Prefix Course Title Hours: Lecture/Lab/Total

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

After having secured the approval of COAS faculty, each department, and the COAS Executive Committee, the Writing Across the Curriculum committee seeks UAPC's approval to convert the COAS writing-intensive program from WAC to Discipline-Specific Writing. Please see attached rationale and catalog guidelines; we hope to enact this shift in program emphasis beginning in the 2009-2010 academic year.

Prerequisite(s) _____

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

Grading System: Letter Grade Pass/Fail Other

Approval:

Department Chair 	Date	Department Chair (if cross listed)	Date
Dean of College 	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

Graduation Requirement for Discipline-Specific Writing

UWG College of Arts and Sciences

All students majoring in disciplines in the College of Arts and Sciences must satisfy the requirements for Discipline Specific Writing (DSW) in order to graduate.

DSW Requirements

1. ENGL 1101 and 1102 (or the equivalent of) are prerequisite to all “W” (writing-intensive) courses.
2. W-courses will require a minimum of 4000 words of original, formal, graded writing, including one major assignment entailing instructor feedback and revision.
3. Students must take at least two 3000/4000-level W-courses (courses approved as writing-intensive courses and marked in the course bulletin with a W) for a total of at least 6 hours. Both courses must satisfy requirements or electives in the student’s major, and at least one must be specific to the major. Departments may also elect to designate specific courses in allied disciplines that would fulfill the DSW requirement for the major.
4. DSW requirements vary from department to department: students should consult the catalog and department DSW website for requirements specific to their major.

Certificate Option

A DSW certificate option is available for students who wish to gain additional experience in writing as well as to demonstrate a commitment to developing exemplary communication skills. A student may elect to double the basic DSW requirements, passing 12 hours of writing-intensive courses. These additional courses need not be in the student’s major, unless the department specifies otherwise. Students who elect this option *AND earn a grade of C or above in each of their writing-intensive classes will receive:*

1. a Discipline-Specific Writing certificate, and
2. transcript notation of this accomplishment.

Course Update Request (Add, Delete, Modify)

Originator

Art College	College of Arts and Sciences Department	Tekippe, Rita Originator
----------------	--------------------------------------------	-----------------------------

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details

ART	4203	Art of Ancient Egypt
Prefix	Number	Course Title

Course Catalog Description

3.00		3.00	-		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites **Corequisites**

See hard copy catalog for pre-requisites.

Rationale

Subject matter being combined as option in new course ART 3220, with broader range of ancient topics.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment:

TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator		
Art College	College of Arts and Sciences Department	Tekippe, Rita Originator

Action		Modifications					
<input type="radio"/> Add	<input type="radio"/> Modify	<input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Description	<input type="checkbox"/> Title	<input type="checkbox"/> Credit	<input type="checkbox"/> See Comments

Course Details						
ART	4206	Art of 17th Century Europe				
Prefix	Number	Course Title				
Art and Architecture of Europe and America from 1600-1800, covering the Baroque, Rococo, Early neoclassical, Romantic and Colonial American periods.						
Course Catalog Description						
3.00			3.00			
Lec Hrs	Lab Hrs		Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
ART 2202 Minimum Grade: D	

Rationale
Content has been combined with Italian Renaissance into new course Art 3240

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

College Approvals
Shunn, Kevin [APPROVED] <hr/> Chair, Course Department Overfield, Denise [APPROVED] <hr/> Associate Dean, College of Arts and Sciences

Cross-Listing Approvals
N/A <hr/> Chair, Cross Listed Department N/A <hr/> Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED] <hr/> Chair, Undergraduate Academic Programs Committee N/A <hr/> Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [REQUIRED] <hr/> Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Art College	College of Arts and Sciences Department	Reynolds, Rebecca Originator
----------------	--------------------------------------------	---------------------------------

Action

 Add Modify Delete

Modifications

 Prerequisites Description Title Credit See Comments

Course Details

ART	4210	American Art 1865 until 1945
Prefix	Number	Course Title
<p>The study of American paintings, sculpture, architecture, and emerging art forms in their historical context.</p>		
<p>Course Catalog Description</p>		
3.00	3.00	-
Lec Hrs	Lab Hrs	Credit Hrs
		Effective Term
		Frequency
		Grading

Prerequisites

ART 2202 Minimum Grade: D

Corequisites

Rationale

We are collapsing the two pre-existing American art courses into one according to available resources.

Planning Info

 Library Resources are Adequate
 Library Resources Need Enhancement

 Present or Projected Annual Enrollment:

Comments

 TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED] <hr/> Chair, Course Department
Overfield, Denise [APPROVED] <hr/> Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A <hr/> Chair, Cross Listed Department
N/A <hr/> Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED] <hr/> Chair, Undergraduate Academic Programs Committee
N/A <hr/> Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED] <hr/> Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Art College	College of Arts and Sciences Department	Reynolds, Rebecca Originator
----------------	--------------------------------------------	---------------------------------

Action

Add
 Modify
 Delete

Modifications

Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

ART	4290	Modernist Criticism
Prefix	Number	Course Title

A discussion-based seminar on intellectual and theoretical debates about modern and contemporary art, focusing on the concept of the avant-garde and the practice of art criticism. Readings are informed by theoretical developments such as psychoanalysis, semiotics, Marxist art history, gender and race studies, poststructuralism, and visual culture debates.

Course Catalog Description

3	0	3	Fall - 2009	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Art 2202

Corequisites

Rationale

New course developed to help students engage with the influence of theory on art history and contemporary artmaking. First offered as a Special Topics course in Spring 2009 under the course number Art 4240.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Art 4290: Modernist Criticism

Spring semester 2010

Mondays and Wednesdays, 12:30-1:45 PM

Humanities Building, Room 203

Instructor: Dr. Rebecca Reynolds

Office: Humanities 313

Contact: rreynolds@westga.edu (preferred) or phone 678-839-4955

Office hours: Mondays and Wednesdays, 10-12:15, 2-5:15, Fridays, 10-12:30; and by appointment

Course Description: This is a discussion-based course that serves as an introduction to intellectual and theoretical debates about modern and contemporary art, focusing on the concept of the avant-garde and the practice of art criticism. Why do artists, art critics, and art historians write about art? How do their points of view differ? What are the main issues that cut across different points of view? How are these writings informed by theoretical developments such as psychoanalysis, semiotics, Marxist art history, gender studies, race studies, poststructuralism, and visual culture debates?

This course is designated as a WAC course. WAC accepts as a guiding principle the idea that writing is a valuable tool for learning and communication. Therefore, the writing components of a course so designated are designed to help you learn the material and communicate what you have learned. Students are required to take two "W" courses for an undergraduate degree in the College of Arts and Sciences.

Course Objectives: The student will...

- build reading skills through reading exercises and discussion
- learn how to analyze arguments in scholarly literature as well as identify competing points of view of the authors
- identify and comprehend the theoretical issues undergirding the development of modern and contemporary art
- comprehend the competing definitions and motivations of the avant-garde and its relationship to society
- build an understanding of concepts of modernism and postmodernism
- understand how various writings on art are influenced by theories such as psychoanalysis, semiotics, Marxist theory, gender studies, race studies, and poststructuralism
- understand the history and motivations of art criticism
- apply theoretical approaches and art criticism to contemporary art

- build research, writing, and argumentative skills through an extended research project
- respond to and incorporate feedback on individual research
- build oral communication skills by practicing reasoning and analysis in an oral format
- practice cooperative learning through the pair-based presentations and group discussions

The logistics: Our daily activities will consist of discussing the readings listed for each session. You should bring your readings to class and come prepared to discuss them. Preparation should consist of taking notes on the reading, preparing outlines of the article's main points, and preparing questions about the reading (especially points you do not understand and would like to discuss). I will be your guide and advisor along the way, but you are responsible for the discussions themselves. Their success depends on your preparation and your level of interest.

While the class is focused on in-person discussion during class time, we will also be using CourseDen as support for the course. CourseDen is the new version of what was previously known as WebCT and can be accessed at <http://westga.view.usg.edu>. We will be utilizing the discussion board function for weekly assignments.

In the bulk of the course (beginning week 3), a pair of students will be responsible for the week's sessions. They will select the focus of the readings and discussion for the week, and will post some sort of introduction on Course Den in the week prior in order to inform students. Each Tuesday session will begin with a short presentation from the pair of students, and then that pair will be responsible for moderating the ensuing discussion that day as well as the continuation on Thursday. An assigned respondent will then summarize the week's presentation and discussion in a post on Course Den.

Textbooks

1. James Elkins, *What Happened to Art Criticism?* (Prickly Paradigm Press, 2003) \$10.36 ISBN 978-0972819633
2. Francis Francina, ed., *Art in Modern Culture* (Open University/Phaidon, 1994) \$17.95 ISBN 978-0714828404
3. Zoya Kocur and Simon Leung, ed., *Theory in Contemporary Art since 1985* (Wiley-Blackwell, 2004) \$43.95 ISBN 978-0631228677
4. Nicolas Bourriaud, *Relational Aesthetics* (Les Presses du Réel, France, 1998) \$20 ISBN 978-2840660606 [not currently available]
5. Sylvan Barnet, *A Short Guide to Writing About Art* (9th edition, Pearson/Prentice Hall, 2008) ISBN 978-0-13-613855-6 [recommended]

*prices according to Amazon.com

Assignments

Discussion assignments:

1. Presentation and Moderation of one discussion session (with a partner), plus written introduction and follow-up report posted on Course Den
2. Respondent duty: post a response to the presentation as well as class discussions on Course Den. Weeks 2-14.

Art Criticism assignment:

- Find a current venue of art criticism and report on it
- Post your report on Course Den (to be available for consultation by the whole class and published for internal distribution as a guidebook)
- Some ideas of venues: magazines such as *Art Journal*, *Artforum*, *October*, *Grey Room*, *Modern Painters*, *Artpapers*, *Art on Paper*, *Flash Art*; art blogs; and major art critics at the *New York Times* or *LA Times*, *Village Voice*, etc.

Research paper assignment:

- A 10-page research paper on an artist (or a critic or issue), analyzing his/her art in relation to theoretical sources or topics.
- WAC (Writing Across the Curriculum): This assignment fulfills the Writing to Communicate component of WAC courses. This component requires that the paper be submitted as a draft and then revised based on feedback from the instructor. Accordingly, your draft is due in week 12, with the final revised version due during finals week. Related deadlines: proposal due week 6, bibliography report due week 9, and scripting exercise due week 11.
- The paper must be prepared in the proper format using Chicago style bibliography and footnotes. Consult the Barnett text for guidelines on formatting.
- In-class presentations: The project culminates with in-class presentations by each student during weeks 15 and 16, presenting their research and summarizing their investigation. Presentations should include a PowerPoint component and should be 10 minutes long, followed by 5-7 minutes of discussion.

Reading assignments:

- vocabulary exercise (week 4)
- outlining exercise (weeks 5 and 7)
- paragraph analysis (week 6)
- claim/evidence exercise
- final reading quiz

Grading

Attendance and participation: 10%

Class session presentation, moderation, and report: 25%

Respondent duty: 10%

Art criticism assignment: 15%

Research paper assignment: 25%

Reading exercises and research paper components: 15%

Students With Disabilities: UWG adheres to requirements of Americans with Disabilities Act. If you need accommodation under this Act, contact the Disability Student Services at 678-839-6428.

Attendance and Class Participation: You are expected to attend class and participate in discussions. I take roll at the beginning of class, on the hour. If you are not there when I call your name, and you come in late, it is your responsibility to come up after class and tell me you were late rather than absent. I do not distinguish between excused and unexcused absences. In other words, **there are no excused absences.** Therefore, you do not need to bring me doctor's notes or other written excuses. Instead, my policy is that you are allowed two free passes (a missed class) during the semester. Absences following those first two free passes count toward your attendance and participation grade. A guideline to how absences factor into that grade:

- A: 1-2 absences
- B: 3-4 absences
- C: 5 absences
- D: 6 absences
- F: more than 6 absences

Academic Honesty: (see <http://www.westga.edu/~vpaa/handrev/207>) The University has adopted a policy for promoting high ideals and the greatest possible learning for each individual. Improper academic conduct on the part of the student shall be interpreted to mean obtaining and use of information during examination by means other than those permitted by instructor, including supplying such to other students. Also improper is plagiarism, i.e., purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and data obtained from another person without credit to the person from whom such information was obtained. Further, inclusion of published or unpublished writings of another person without noting sources according to scholarly procedures acceptable for the discipline of art history shall be considered plagiarism. The definition of academic misconduct applies equally to improper use of electronic sources of information and opinion. At West Georgia, the student is urged to seek truth and beauty in and for themselves, as well as skills needed for a productive life. Academic honesty is essential in preserving one's own integrity, that of the institution, and in gaining a true education. The West Georgia student pledges not to lie, cheat, or steal in the pursuit of his or her studies and is encouraged to report those who do.

Guidelines for penalties for plagiarism: zero credit for first offense, F in course for second offense, disciplinary action committee at third offense.

Weekly Schedule

Week 1: Jan. 6

- Introduction to course

Unit 1: Art Criticism

Week 2: Jan. 11, 13

- Reading: Elkins, entire text

Unit 2: Capitalism and Culture

Week 3: Jan. 20

- Greenberg, "Avant-Garde and Kitsch"
- Fried, "Art and Objecthood"
- Both available on CourseDen site

Week 4: Jan. 25, 27

- *Jan. 25: Art Criticism assignment due*
- Open U, part 1
- Vocabulary exercise due

Week 5: Feb. 1, 3

- Kocur, part 1
- Outlining exercise due: turn in marked up copy of one article (your choice)

Unit 3: Aesthetics, or Art for Art's Sake

Week 6: Feb. 8, 10

- Greenberg, "Modernist Painting," in Open U, part 4
- David Joselit, "Notes on Surface," in Kocur, part 4
- Paragraph analysis exercise due
- *Feb. 10: research paper proposal due*

Week 7: Feb. 15, 17

- Feb. 15: Research session at the library with Dean Sullivan (Art liaison for library), followed by work session on Art Criticism assignment
- Feb. 17: Open U, part 4
 - Second outlining exercise due: outline Walter Benjamin's article

Week 8: Feb. 22, 24

- Feb. 22: finish Open U, part 4; begin Kocur, part 4
- Feb. 24: Kocur, part 4
 - Revised version of Art Criticism assignment due

Unit 4: The politics of representation

Week 9: March 1, 3

- Open U, part 2
- *March 3: Bibliography report due*

Week 10: March 8, 10

- Kocur, part 2

Spring Break: March 15-20

Week 11: March 22, 24

- *March 22: Scripting exercise due*
- Kocur, part 3

Unit 5: Revisionist Art History and Postmodernism

Week 12: March 29, 31

- Open U, part 3
- *March 31: Draft of research paper due*

Week 13: April 5, 7

- Kocur, part 5

Week 14: April 12, 14

- Unit 5 cont.

Unit 6: Presentations

Week 15: April 19, 21

Week 16: April 26, 28

Week 17: April 30-6

- *Finals week: revised research paper due*

Course Update Request (Add, Delete, Modify)

Originator	Art	College of Arts and Sciences	Reynolds, Rebecca
College	Department		Originator

Action	Modifications
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details					
ART	4299	Senior Capstone in Art History 2			
Prefix	Number	Course Title			
<p>The second of a two-semester capstone sequence for art history majors. In this semester, the student will finalize the written research paper, present it to the department, and pass oral examination by the faculty.</p>					
Course Catalog Description					
2		2	Fall - 2009	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
Art 4298	

Rationale
See rationale for Art 4298. Previously listed as Art 4984.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 5	<input type="checkbox"/> TEAC Approval Required

College Approvals
Shunn, Kevin [APPROVED] <hr/> Chair, Course Department Overfield, Denise [APPROVED] <hr/> Associate Dean, College of Arts and Sciences

Cross Listing Approvals
N/A <hr/> Chair, Cross Listed Department N/A <hr/> Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED] <hr/> Chair, Undergraduate Academic Programs Committee N/A <hr/> Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [REQUIRED] <hr/> Chair, Faculty Senate

Art 4984 Senior Capstone in Art History, Part 2

Spring 2010

Tuesdays or Thursdays, 7-9 PM, in Art faculty lounge

Instructor: Dr. Rebecca Reynolds

Office: Humanities 313

Contact information: rreynolds@westga.edu (preferred) or 678-839-4955

Office Hours: Mondays and Wednesdays, 10-12:15, 2-5:15, Fridays 10-12:30, and by appointment

Course Description: The purpose of this course is to serve as a capstone for art history students. It is the culmination of your program and gives you the opportunity to conduct a major research project and to present your findings in a public forum. In part 1, you will choose a topic, prepare a proposal, and begin research. In part 2, you will complete research and create a written thesis which will be bound and presented to the Art Department for its library of theses. The written document will be a minimum of 25-35 text pages, to which you will add your bibliography, images, and notes. The thesis will demonstrate your capability in art historical research on a well-chosen, well-defined art historical topic. You should select an object or a theme on which you can sustain an extensive investigation and for which you can locate extensive scholarly resources. Be aware that you will need to be flexible in your approach, as your preliminary research may reveal that you need to broaden or narrow your focus in order to create the end product.

Course Objectives: The student will demonstrate the ability to...

- Operate as an art historical professional
- Conceive of and appropriately frame a research project
- Conduct research
- Use art historical methodology
- Prepare a draft and revise based on input from readers
- Prepare a thesis statement and an abstract
- Present research in a public forum orally
- Prepare a final bound thesis according to art historical standards of formatting

Assignments:

Works in Progress presentation: This is the first of two presentations you will make during the seminar to your fellow students. The Works in Progress presentation is an opportunity for you to share your topic and approach while the research is being completed and the writing process begun. For the presentation, you should pick a reading for the class to do as homework for your presentation. This could be an

article that is particularly important to your thesis, or perhaps a difficult article that would benefit from group discussion. Your presentation should be informal, but with images (in Powerpoint) or other visual aids, and should run 10-15 minutes. 10-20 minutes of discussion will follow each presentation.

Art History Forum: The Art History Forum is a statewide symposium devoted to undergraduate research in art history, first established at West Georgia. The symposium now travels to different art history programs in the state. Students are required to submit a proposal to the forum, and if accepted, to present at the forum. In most cases, this paper will be the result of your thesis research. However, in certain cases, you may submit a different project if approved by your advisor.

Oral presentation: This is the main public forum at which you will present your thesis research to the department and the local community. You will present a shortened version of your thesis—what is known as a “conference paper.” This should be 8-9 pages long and should take 20 minutes to read out loud. You will also need to prepare a PowerPoint presentation that goes along with the paper. You should think of this as a condensed version of your argument, and the schedule below is arranged to help you write the conference paper **after** completing the initial draft of your thesis.

Texts: Sylvan Barnet, *A Short Guide to Writing About Art* (recommended)

Students With Disabilities: UWG adheres to requirements of Americans with Disabilities Act. If you need accommodation under this Act, contact the Disability Student Services at 678-839-6428.

Academic Honesty: (see <http://www.westga.edu/~vpaa/handrev/207>) The University has adopted a policy for promoting high ideals and the greatest possible learning for each individual. Improper academic conduct on the part of the student shall be interpreted to mean obtaining and use of information during examination by means other than those permitted by instructor, including supplying such to other students. Also improper is plagiarism, i.e., purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and data obtained from another person (including museum labels) without credit to the person from whom such information was obtained. Further, inclusion of published or unpublished writings of another person without noting sources according to scholarly procedures acceptable for the discipline of art history shall be considered plagiarism. The definition of academic misconduct applies equally to improper use of electronic sources of information and opinion. At West Georgia, the student is urged to seek truth and beauty in and for themselves, as well as skills needed for a productive life. Academic honesty is essential in preserving one's own integrity, that of the institution, and in gaining a true education. The West Georgia student pledges not to lie, cheat, or steal in the pursuit of his or her studies and is encouraged to report those who do.

The schedule below is a preliminary framework for organization, subject to change. However, each of the components is required.

Unit 1: Works in Progress

Week 1: Jan. 5: First Meeting

Week 2: Jan. 12: Group Discussion of State of the Research reports from 4298

Week 3: Research period (no class meeting)

- Jan. 22: deadline to submit proposal to Art History Forum

Week 4: Jan. 26: Works in Progress presentations

Week 5: Feb. 2: Works in Progress presentations

Week 6: Feb. 9: Works in Progress presentations

Unit 2: Writing period; Art History Forum

Week 7: Feb. 16: Writing period (no class meeting)

Week 8: Feb. 23: Art History Forum paper due

Week 9: March 2: meet to review Art History Forum papers/presentations

March 5: Art History Forum

Week 10: March 9: Partial draft deadline (7-10 pages); Meeting to discuss partial drafts

Spring Break

Unit 3: Completing the Thesis

Week 11: March 23: First draft deadline (no meeting; post on CourseDen)

Week 12: March 30: Group Meeting to discuss first drafts

Week 13: Work on presentation paper (no class meeting)

Week 14: April 13: Dress rehearsals of presentation

Week 15: April 22: Final oral presentation—public forum (20 minutes each)

Week 16: no meeting

Week 17: Finals week: May 5, 10 AM: Final paper due (25-35 pages of text, plus notes, images, and bibliography)

Course Update Request (Add, Delete, Modify)

Originator		
Art College	College of Arts and Sciences Department	Hannaford, Joey Originator

Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	Modifications <input checked="" type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
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Course Details					
ART	4406	Graphic Design VI: Professional Portfolio			
Prefix	Number	Course Title			
<p>Professional Portfolio II. Students further refine development of professional portfolio, expanding conceptual content. A mini-portfolio will be created that represents a personal and unique statement of each student's design strengths. This mini-portfolio must complement all personal identity pieces developed in Graphic Design V. Common professional practices and interviewing skills are discussed as well as technical print production, commercial paper and printing issues. During the course, students are expected to initiate employment applications for an professional internship or entry-level design position.</p> <p>Course Catalog Description</p>					
00	6	3	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites ART 4405: Minimum Grade: C	Corequisites
----------------------------------------------------	---------------------

Rationale Provide students with further professional development to prepare them for employment.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 40	Comments <input type="checkbox"/> TEAC Approval Required
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College Approvals
Shunn, Kevin [APPROVED]
Chair, Course Department
Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee
N/A
Chair, TEAC

FINAL-APPROVAL
Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

ART 4406: GRAPHIC DESIGN VI

Course Objective:

Professional Portfolio. Students further refine development of professional portfolio, expanding conceptual content. A mini-portfolio will be created that represents a personal and unique statement of each student's design strengths. This mini-portfolio must complement all personal identity pieces developed in Graphic Design V. Common professional practices and interviewing skills are discussed as well as technical print production, commercial paper and printing issues. During the course, students are expected to initiate employment applications for an professional internship or entry-level design position.

Class Procedures:

Class meets on Tuesdays and Thursdays from 8:00-10:45am in either classroom 230 or lab room 207. The course will be a combination of discussion, lecture and studio time, with Project assignments throughout the semester. For each class, you will be required to complete sections of each larger Project assignment in a progressive manner and upon approval, the complete final project will be mounted on black presentation board as specified. Arriving prepared each day of class is crucial to your success in this course.

Learning Outcomes:

After completing this course, students will be able to:

- Display the ability to create unique and personal solutions to self-promotion, including concepting of a sequential mini-portfolio based on professional portfolio developed in Graphic Design V.
- Demonstrate a knowledge of professional-level concept development
- Demonstrate ability to craft a unique presentation for a mini-portfolio to compliment a more comprehensive interview portfolio
- Display the ability to continue to improve earlier coursework to demonstrating a growing maturity as a designer
- Display the ability to incorporate a working knowledge of paper technology and commercial offset printing into design development
- Understand acceptable professional practices in the design industry as they apply to client communications and business procedures
- Express, in critique situations, the proper use of the vocabulary of design to formally analyze composition, use of positive and negative space, and concepts
- Demonstrate ability to apply classroom knowledge to methods of seeking professional employment within the Graphic Design profession.

Evaluation:

The student will be graded using the following criteria:

Daily grades=25%

Project Grades=75%

Daily grades:25%

Each class day you will receive either 1 or a 0 points depending on your:

- preparedness (arriving with the correct materials to work during class)
- out-of-class work / all assignments due and
- work ethic and professional behavior during class

(i.e.: how well you apply yourself during class to the assigned task)

This is a black and white point system- **either all or none!** For example, if you have been asked to bring in 5 sketches and you arrive in class with 4, you will not earn your daily point for that day. Also, if you have been asked to work on a project during class and do not approach this task seriously and in a professional manner, you will not earn your daily point grade that day.

Your overall work habits, classroom participation, attendance, professional attitude and willingness to accept constructive criticism will be taken into consideration in an entirely subjective manner when assigning your final grade.

Project Grades: 70%

Project grades will be determined by:

1. 5 pts.: Professionalism and working with an Art Director: creative teamwork, energetic trial and error, working with suggestions, polite behavior
2. 5 pts.: Design development: consistent daily work for individual desk critiques and creative solutions
3. 5 pts.: Creative solutions to assigned problem, taking the task "a step further"
4. 5 pts.: Craft and attention to beautiful detail, impeccable professional presentation

Scale:

20-19: A
18-17: B
16-14: C
14-13: D
13-below: F

Attendance:

Each student may miss class ONLY THREE TIMES with no penalty, excused or unexcused. Thereafter, for each day absent, points will be subtracted from your final grade. 5 or more absences may result in your being withdrawn from the class with either a W or a WF.

- **You are responsible for any material missed due to an absence.** Be in touch with one of your classmates to get this information BEFORE you arrive at the next class. Do not ask your classmates to catch you up on the previous class during class. **Do not ask me to catch you up or use your absence as an excuse for not being caught up.**
- You are considered late after fifteen minutes after roll is taken. (Three lates=one absence), thereafter you are considered absent. If you leave class **before** class is dismissed, you will be counted absent.
- Professional behavior dictates that you communicate with me concerning the reason(s) for your absence. Otherwise, I will probably think the worst (just skipping out.)
- If there are special circumstances, it is your responsibility to inform me.
- It is strongly recommended that you reserve your 3 absences for unexpected and unavoidable health issues or a serious emergency.

Class Communication:

Outside of class communication will take place over our class blog.

That address is: uwggraphicdesignfall08.blogspot.com

You must develop the habit of checking the blog regularly for updates. Your daily assignments will be posted there. The postings that pertain to you will be labeled "Intro" in some way.

• **NOT checking the blog is NOT an acceptable excuse for not knowing what is going on in the class at all times and can impact your Daily Grade!**

Office Hours:

I will normally be in my office (Rm 219) by appointment after 5:30pm on Tuesdays and Thursdays if you need to speak to me outside of class. It is always advisable to make an appointment to meet with me even during that time if you want to be sure I'll be there. (During that time I may be running errands around the building and might be hard to find.)

The best way to get in touch with me outside of class is by e-mail:
jhannaford@comcast.net

Textbook:

Building Design Portfolios: Innovative Concepts For Presenting Your Work, Sara Eisenman
This is around \$17 on Amazon. If you order from Amazon, be sure the shipping time is reasonable (a week

and a half at most.)

Supplies:

You are required to purchase the following supplies for this course and have them with you in each class:

Tracing paper pad, 11" x 14" at least 25#

Lots of #2 pencils & sharpener or Mechanical pencil with .05mm leads

1 roll of 1" white artists tape

Exacto knife + blades

12" printer's gauge, metal or any metal rule that has pica and inch measurement increments

Sharpies and large & small black markers

kneaded eraser

Throughout the semester, you will be asked to purchase other supplies as each project dictates. Each final project will be required to be mounted on black presentation board or foam core using Double Tack sheets. You may wish to stock up on these items or buy as you need them. I would caution you, however, that supplies of these at the local stores often run low when you most need them (in other words, when everyone else is trying to buy them at the same time.)

Printing:

Our class will have limited access to a printer in the Photo Dept. for printouts until we can get the Graphics lab up and running, but you must supply your own paper.

For this class you will need at least one box of 100 sheets:

13" x 19" Epson Photo Quality Presentation Paper Matte - bright white coated paper, 4.9mil - 102gsm - 90 ISO Brightness - 90% Opacity - matte finish - pigment or dye ink.

I use Atlex.com to buy my own personal paper and have found the prices to be good, but you are invited to shop around for the best price. It's on their web site is:

http://www.atlex.com/epson_photo_paper.htm

A box of 100 sheets is \$23.99 & product number is SO 41069 at Atlex. I recommend you buy a minimum of one box of 100. Some of you might want to go in together and place a single bulk order to save on shipping costs.

So the rules for using the printers are:

- 1. use only during class time with instructor supervision unless you receive other permission**
- 2. only print class assignments (NOTHING PERSONAL OR FOR OTHER CLASSES!!!)**
- 3. carefully review your files before printing to avoid wasting very expensive ink (and your paper)**
- 4. ALWAYS keep print room neat--clean up after yourself**
- 5. don't abuse your priviledges or it could go away for everybody!**

PRINTING PERSONAL ITEMS OR ITEMS FOR OTHER CLASSES USING THE EQUIPMENT IN THE PHOTO OR GRAPHICS LAB, MAY RESULT IN YOUR REMOVAL FROM THE CLASS.

Bring to class on EVERY class period:

tracing paper, pencils, artists tape, kneaded eraser, metal straight edge

- Week 1:** Introduction to course, discussion of job search techniques & awareness of market opportunities
- Week 2:** Begin development of sequential mini-portfolio
- Week 3:** Discussion of commercial paper manufacturing and its application to professional design practice
- Week 4:** Field trip to commercial offset printer and/or paper distributor.
- Week 5:** Continue design of mini-portfolio utilizing personal identity design. Further review of layout/design/content
- Week 6:** Examination of approaches to creative use of materials for mini-portfolio and leave-behinds.
- Week 7:** Mid-term review of all pieces. Class critique.
- Week 8:** Work on refinement of leave-behinds and mini-portfolio.
- Week 9:** Work on refinement of leave-behinds and mini-portfolio.
- Week 10:** Work on creation of several pieces of unique letterpress printed pieces for inclusion in portfolio package, such as business cards, series of greeting cards or other developed concept for self- promotion.
- Week 11:** Field trip to professional design studio. Discussion of job search techniques.
- Week 12:** Work on creation of several pieces of unique letterpress printed pieces for inclusion in portfolio package, such as business cards, series of greeting cards or other developed concept for self-promotion.
- Week 13:** Personal website due live online for review. Preliminary mini-portfolio due to turn in.
- Week 14:** Final review of refinement of potential portfolio pieces and mini-portfolio. Final review of resume layout/design/content
- Week 15:** Review for final portfolio exhibition

PROFILE OF STUDENT BEHAVIOR, PERFORMANCE AND CORRESPONDING GENERAL GRADE CATEGORY IN GRAPHIC DESIGN AT UWG:

Note: It is recommended that students aspiring to a grade of "A" or "B" confer with the instructor.

"A" GRADE: OUTSTANDING

A student deserving a grade of "A" exhibits most or all of the following characteristics:

- is almost never absent, and when absent, communicates with the instructor as to the reason and any make-up requirements
- when absent, communicates with classmates to be sure to keep up with missed material
- often arrives early for class and often stays late.
- is always prepared for class
- does considerable work outside of class as well as in class
- pays attention, takes notes, asks questions, and knows what is going on in class
- completes work on time, and frequently produces more than one version of the assignment
- does outside research when necessary
- always experiments with various approaches to the assignments and always improves on weak projects until results are at least superior and usually outstanding
- is highly motivated to learn, and displays enthusiasm for their work
- seeks extra instruction when needed, but is capable of initiating and developing their own ideas
- understands the relationship between projects and accumulates and applies knowledge gained in previous projects in succeeding projects
- achieves consistently outstanding results through persistent hard work and determination

An "A" student's overall effort and result in generally outstanding.

"B" GRADE: SUPERIOR

A student deserving a grade of "B" exhibits most or all of the following characteristics:

- misses few classes and when absent, communicates with the instructor as to the reason and any make-up requirements
- when absent, communicates with classmates to be sure to keep up with missed material
- arrives on time or early, sometimes stays late
- is prepared for class
- does considerable work outside of class as well as in class
- pays attention, takes notes, asks questions, and knows what is going on in class
- usually completes work on time, and often improves on weak projects
- is motivated to learn and displays interest in subject beyond merely passing the course
- attempts to understand relationships between projects, and is able to accumulate and apply knowledge acquired in previous projects in succeeding projects
- seeks extra instruction when needed, but is capable of initiating and developing their own ideas
- experiments with different approaches and produces more than one effort on many projects
- accomplishes superior results through persistent hard work

An "B" student's overall effort and result in generally superior.

"C" GRADE: SATISFACTORY

A student deserving a grade of "C" exhibits many or all of the following characteristics:

- has an adequate, yet undistinguished attendance record
- is usually on time, stays late only when pressured
- often does not apply sufficient effort to accomplish superior results, but is content with merely getting by
- seldom improves on weak projects
- sometimes is confused about assignments because of absence or inattention
- often expects the instructor to tell them exactly what to do, and lacks the experience or initiative to experiment or think for themselves
- displays little interest in the subject beyond completing the work well enough to get by
- expects to be coerced into applying full effort, weakly motivated to learn

An "C" student's overall effort and result in generally adequate yet undistinguished.

“D” GRADE OR LOWER: UNSATISFACTORY

A student deserving a grade of “D” or lower exhibits many or all of the following characteristics:

- often absent
- comes to class late, leaves early, seldom works in class, spends class time talking, rarely pays attention, doesn’t take notes
- doesn’t know what is going on in class because of poor attendance and inattention
- lacks self-motivation, initiative, and effective work habits
- expects to be coerced into learning
- often is not prepared for class
- rarely has work completed on time, often has no work to show at all and is several projects behind
- usually does not complete all projects and either stops coming to class altogether or fails the final critique

A “D” or lower student’s overall effort and result are generally inadequate and unacceptable.

“W” WITHDRAWAL-PASSING

A student may request a “W” grade for any reason, any time, up to the deadline set by admissions. A “W” will be initiated by the instructor in cases of excessive absence of more than 5 absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

“WF” WITHDRAWAL-FAILING

A student will be given a “WF” grade for any reason, any time after the last deadline for Withdrawal determined by the Registrar. A “WF” will be initiated by the instructor in cases of excessive absence of more than 5 absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

“I” INCOMPLETE

This grade is reserved exclusively for cases in which severe illness, serious injury, or personal tragedy results in the inability of the student to complete the course work by the end of the semester. The instructor must be informed of the situation as soon as possible and arrangements made to complete the course requirements at a later date. The student must be in good standing in the course prior to the event causing the request for an Incomplete.

Course Update Request (Add, Delete, Modify)

Originator		
Art College	College of Arts and Sciences Department	Crean-Wojcik, Ellis Originator

Action	Modifications
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details					
ART	4603	Painting III			
Prefix	Number	Course Title			
<p>This course covers the techniques and materials of Acrylic painting and related paint products. Its conceptual emphasis will be the creative problem solving of specific compositional and formal issues in painting and will primarily reference issues of abstraction in modern and contemporary art, as well as non-western painting and design and craft models. Process, and creative and critical thinking methodology - technical, aesthetic and conceptual- is emphasized through the keeping of note/sketchbook journals. Oral presentations of supporting research and the creative work strengthen the understanding of the role of critical awareness of the subject.</p> <p>Course Catalog Description</p>					
Lec Hrs	6	Lab Hrs	3	Fall - 2009 Effective Term	Yearly Frequency
		Credit Hrs			Letter Grade Grading

Prerequisites	Corequisites
Art 3601 or 3602 Minimum grades C	

Rationale
<p>The Painting Program proposes to add a new intermediate painting course dealing with acrylic painting methods to broaden the scope of the painting curriculum, covering contemporary paint products and dealing with issues of abstraction, and reference to non-western visual traditions, to better prepare its students for more advanced creative options as they progress through the program. This brings its curriculum in line with other studio areas in the Department of Art who have already responded in kind to NASAD suggestions and recommendations in relation to revised BFA requirements changing the required total credit hours for the B.F.A from 120 to 132. This new course broadens the scope of the painting curriculum to provide more in-depth study of abstraction and contemporary painting methods and materials.</p>

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 15	<input type="checkbox"/> TEAC Approval Required

College Approvals
Shunn, Kevin [APPROVED] <hr/> Chair, Course Department
Overfield, Denise [APPROVED] <hr/> Associate Dean, College of Arts and Sciences

Gross-Listing Approvals
N/A <hr/> Chair, Cross Listed Department
N/A <hr/> Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Assistant Professor Eilis Crean
Office: Humanities / Room 325 /Phone 678 839 4954/E-mail ecrean@westga.edu
Office hours: MW 9-10am, and MW 1-3:30;

Art 4603 Acrylic Methods

Recommended text(s):

Painting as Language: Materials, Technique, Form, Content, Jean Robertson, Craig McDaniel - ISBN 0-15-505600-X

The Artist's Handbook of Materials and Techniques, Ralph Mayer – ISBN 0-670-83701-6

Art Fundamentals: Theory and Practice Otto G. Ocvirk, ed. –ISBN 0-069-73403-33

WWW Resources: <http://www.winsornewton.com/about-us/> Resources/ The Oil Color Book

Required Readings: Class Handouts and art journals:

Art in America, New American Painting, Art Papers, Modern Painters, Art Forum;

Course Description

This course covers the techniques and materials of Acrylic painting and related paint products. Its conceptual emphasis will be the creative problem solving of specific compositional and formal issues in painting and will primarily reference issues of abstraction in modern and contemporary art, as well as non-western painting and "design and craft" models. Process, and creative and critical thinking methodology – technical, aesthetic and conceptual- is emphasized through the keeping of note/sketchbook journals. Oral presentations of supporting research and the creative work strengthen the student's understanding of the role of a critical awareness of the creative process.

Course objectives/Learning outcomes

- The student will demonstrate the ability to apply the techniques and materials basic to acrylic painting, and related commercial paint products, as well as the appropriate preparation of a variety of supports in the creation of unique works
- The student will explore and create visual solutions to specific pictorial compositional problems of Color Analysis, Optical Color Mixture, Subtlety, Color Passage/Color Transition, Planar color, and Rhythm and Pattern
- Students will locate the source material of their imagery with emphasis on modernism and abstraction, non-western art, and "design and craft" models
- The student will demonstrate a broadening vocabulary of paint application techniques
- Students will analyze and illustrate key formal concerns in relation to the expressive and conceptual needs of their imagery and its intended and interpreted meanings
- The student will document the creative process from concept to the finished work
- Students will produce a portfolio of work guided according to the course description and specific compositional problems outlined in assignments
- The student will establish good work ethics
- The student will research artists and art movements
- The student will present and defend their work and ideas in written and oral forms.
- Demonstrate recognition and understanding of appropriate craftsmanship
- Engage in critiques to understand the role of discussion in the creative process
- Demonstrate professionalism in their portfolio presentations
- Students will document their work, artwork and journal pages in digital format as part of their final portfolio

Class Schedule: (Changes and additions may be necessary, according to the dynamics of the group.

Week 1

Jan 7

Attendance, Syllabus,

Assignment 1; **Color Analysis: Hues, Schemes and Harmonies in sketchbook**

Week 2

Jan 12

Assignment 2 : **Optical Color Mixture: scientific abstraction on Stretched paper**

Jan 14

Assignment 2 contd.

Week 3

Jan 19 – Holiday/MLK

Jan 21

Assignment 2 contd.

Week 4

Jan 26

Assignment 3: An Exploration of Subtlety: All-White Painting on Stretched paper Jan 28

Week 5

Feb 2

Assignment 3 contd.

Feb 4

Oral Presentation and Critique

Week 6

Feb 9

Assignment 4: Color Passage/Color Transition on Stretched paper

Feb 11

Week 7

Feb 16

Assignment 4 contd.

Feb 18

Week 8

Feb 23

Assignment 5: Planar color: Investigation of “Push-Pull” on Stretched paper

Feb 25

Oral Presentation and Critique

Assignments 1-4 Due: Mid-term critique and evaluations; AND In-progress evaluation of Project 4

Week 9

March 2 (Last day to withdraw with an W grade)

Assignment 5 contd.

March 4

Week 10

March 9

Assignment 6. Rhythm and Pattern on Stretched paper

March 11

Week 11

March 16, 18 Spring Break, no classes.

Week 12

March 23

Assignment 6 contd.

March 25

Oral Presentation and Critique

Week 13

March 30

Assignment 7: Mural introduced

April 1

Week 14

April 6

Assignment 7 contd.

April 8

Field trip to artist's studio

Week 15

April 13

Assignment 7 contd.

April 15 Oral Presentation and

In-progress Critique

Week 16

April 20

Assignment 7 contd.

April 22

Week 17

April 27

April 29 Oral presentation, Final critique and Portfolio submission: Assignments 4-7

Week 18

May 1-5 Exams/Finals

Projects/assignments and grades:

Students will document their work, artwork and journal pages in digital format as part of their final portfolio.

Assignments:

1. **Color Analysis: Hues, Schemes and Harmonies in sketchbook five painting 5%**
2. **Optical Color Mixture: scientific abstraction on Stretched paper 12%**
3. **An Exploration of Subtlety: All-White Painting on Stretched paper 12%**
4. **Color Passage/Color Transition on Stretched paper 12%**
5. **Planar color: Investigation of "Push-Pull" on Stretched paper 12%**
6. **Rhythm and Pattern on Stretched paper 12%**
7. **Mural painting- a collaborative painting 12%**
8. **Note/Sketchbook journal and oral presentations – minimum double page spread with documentation of your creative process for each painting 18%**
9. **Students will document their work, artwork and journal pages in digital format as part of their final portfolio. 5%**

Grades:

Grades are based on the following:

- Understanding and use of the concepts pertinent to the project;
- Handling of materials and technical growth;
- Development of the expressive and conceptual involvement of the student with the project;
- Creativity - your original contribution to the area of inquiry.

Hard work will be rewarded; personal growth and genuine progress will be acknowledged.

Missed assignments/portfolio submissions/ critiques:

- Late submissions will receive a reduced grade AND will not be accepted after 24 hours.
- Missed critiques – mid- terms and final: and portfolio submission – drop in grade by two grades, plus a grade per day.
- Extra credit – will be given only to students who have submitted 100% of their course work and if the additional work shows progress beyond the course work.

Critiques

In progress critiques are a good time to get feed in relation to how the quality of your work is progressing. Such critiques will be given one on one, in small groups, and as a class. Listen carefully and act on suggestions made.

Formal critiques are planned discussions given as part of your presentation to the class. During critiques, we will look at each other's project and discuss its merits and shortcomings. All critiques are a time to ask questions and hear valuable feedback about your work.

Work hard and consistently. You will only get out of the class what you put into it. Leave preconceived expectations behind, focus with a clear and open mind, and approach your project with enthusiasm and a willingness to accept unexpected outcomes.

Supply List:

Acrylic "Heavy Body" Paints:

Cadmium Yellow Hue
Cobalt Blue Hue
Alizarin Crimson or Quinacridone Magenta
Cadmium Red Hue
Burnt Sienna
Burnt Umber
Ivory Black
Titanium White

Acrylic/Polymer Mediums:

Gel Medium
Pumice and/or Heavy Body Texture Gel Medium
Acrylic Glazing and/or Retarding Medium
Matte medium
Acrylic Gesso
Additional latex, enamel, spray paint, will be incorporated along with some mixed media element and different surface options.

Acrylics for sketch book/journal

Three Color Palette* – basic primaries:
Ivory Black *
Titanium White* (large Tube)
Cadmium Yellow* (medium)Hue
Cadmium Red Hue* Medium
Cobalt or Brilliant Blue*
Matte medium /optional

Paper: minimum of 10 sheets of 100% rag paper

Sketchbook - 11x14

One pint minimum gesso

Palette - a sheet of glass with burnished or taped edges, minimum size 12x16-inches. \$5
OR Primed Masonite OR Acrylic wet palette OR Plexiglass or plastic sealable flat container, clear or white.

Palette knife- metal \$8

Containers –variety of plastic sealable containers

Rags –cotton, paper towels, and newspaper

Painters Masking Tape

Staple gun -

Tackle box -

Drawing supplies – Pencils, Charcoal, Pastels, Watercolor, Gouache, Ink
Wax paper
Saran Wrap

Attendance policy:

Attendance will be taken at the beginning of each class. Anyone who arrives after that time will be considered late. Two “lates” or leaving early will equal an absence.

- If you are excessively late, or come unprepared for class – come without the required materials, have not completed the preparation homework assignment you will be considered absent.
- Inattention and lack of focus on the class assignment will be considered disruptive behavior and you may be asked to leave, thereby receiving an absent for that class period
- You will be allowed three absences. If you are marked absent a fourth time, your grade will be lowered one full letter grade and each additional absence will earn you a grade drop. If you accumulate six absences, you will receive an F grade and you may be dropped from the class.

Studio Safety:

- All flammable solvents and mediums must be stored in the fire proof (yellow) cabinet – this includes silicoil jars.
- Handling of rags with solvents – place in fireproof (red) drum - keep lid closed. When the drum is filled, empty contents into a bag, drop off at the printing and publication department and collect a new supply of rags. This will be done according to the class roll sequence. Check off your name when you have done this duty and inform the next person of their duty time. You may have to do this more than once in the semester.
- Cleaning of brushes:

Oils: After wiping excess paint of on newspaper, dip brush into silicoil jars and work out the remaining residue. Never pour spirit solvent into the sink. Recycle excess solvent that you may have in the recycling jars in the fireproof cabinet.

Acrylic: Always wipe of excess high viscosity paint (all paint that is not self-leveling, including this including gesso) on newspaper before you rinse/wash brushes or other studio items in the sink.

- No food, beverages or gum.
- No active cell phones except for camera function.
- The use of a walkman will be permitted or prohibited at discretion of the instructor.
- Students pick up all trash paper and other items from the studio at the end of their studio session and arrange studio furniture as required.
- Students pick up all trash paper and other items from the studio at the end of their studio session and arrange studio furniture as required.
- Inattention and lack of focus on the class assignment will be considered disruptive behavior and you may be asked to leave, thereby receiving an absent for that class period.

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• **Security issues:**

-Always close the doors behind you when you are the last the leave.

-Never leave the door propped open when you are working alone after hours.

-If you are working late, let someone know you are there and what time you intend to

leave.

Do not hesitate to request the escort of an officer late at night to your car – call 678 839 6000 – state that it is not an emergency but that you would like to request an escort. Be patient and polite.

- Take care and time to ensure studio safety.

Studio management:

- You will be assigned the use of a painting taboret for the storage and work surface of mixing paint. You may place a lock on the drawers to ensure security of your materials.

- Leave the top of your taboret empty and clear when you are not using it as other classes may use it as a work surface.
- Keep all your in-progress paintings and surfaces in the we painting rack when you are not in the studio working.
- Scrap all painting onto newspaper or rags and deposit in the trash. NO NOT scrape excess painting into the sink.

RIGHT TO KNOW SAFETY TRAINING COURSE

All students are required to take the RIGHT TO KNOW SAFETY TRAINING COURSE

This can be taken on line. Your Professor will be automatically notified by the Safety Department when you have successfully completed it. This must be taken by the first class of the second week of the semester.

Email communication:

Use your "my.westga" email account for all email communication from and to the Department of Art.

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Course Update Request (Add, Delete, Modify)

Originator

Art College	College of Arts and Sciences Department	Kirk, Perry Originator
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Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

ART	4704	Documentary Photography
Prefix	Number	Course Title

This course is designed to give advanced students an in-depth experience studying and creating documentary images. Documentary projects are extensive investigations of a subject. Students will define a project with the assistance of the instructor and continue to investigate this project for the entire semester. Progress will be assessed through bi-monthly critiques and monthly submission of images. Whereas concept based art is meant to reflect the personal feelings of the artist, and commercial photography is meant to convey ideas for a client, documentary is meant to reflect outwards on society. Projects should have some socio-political or cultural significance. Students will also learn about the history and major figures in documentary photography through slide lectures and readings.

Course Catalog Description

0	6	3	Fall - 2009	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ART 3701, ART 3702, ART 3703

Corequisites
Rationale

Since intermediate and advanced photography courses have been unstacked considerably more material can be covered in advanced courses. By breaking the advanced course, which could be taken up to five times, into four separate courses, it more clearly identifies to the student the various subject areas that will be covered as well as the optimum order in which to take them.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments
 TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Defining a Project

Try to define a project that will give you enough material to work with for the entire semester and perhaps beyond. Creating a project with good parameters will make your job much easier in the long run. Having regular, easy access to your subject(s) is critical. One of the oldest pieces of advice is— photograph what you know rather than something that is exotic. You will be more comfortable and have more access and familiarity. Suggestions for ideas would be:

- The local army reserve unit
- A particular area (e.g. Bankhead Highway)
- A local bush league baseball team
- A project that some other organization is interested in doing

You must submit a proposal to me for my approval. Doing preliminary shooting would be very useful in deciding if it is a good project. Contacting me with project ideas prior to the spring semester would be preferable. You will be expected to begin shooting shortly after the start of the session.

Doing any kind of research ahead of time will help you decide if it is the right project. Look at other projects that have similar subject matter, or do preliminary shooting or just talking to people to see if it the right setting for you. If it is applicable, finding out what the best time of day to shoot is another consideration. Preparing a script for shooting is helpful. Make a list of all the things you notice, or might possibly encounter.

Equipment, Supplies, and Processes

It is strongly recommended that you use a high-quality digital SLR camera. If you do not have a digital SLR camera, it is recommended that you use a film camera. However, when you are considering your project think about the process that will best represent the subject. Meaning, is black and white or color better? Grainy black and white film might be a more suitable medium for some subjects more than others. While it would be technically more difficult, it might add a layer of meaning to the subject. Additional lenses, flash, etc., are always beneficial options but you are not required to have them. Adequate storage capacity for your images will be necessary. A high capacity external drive or CD-RW's are required. High quality paper is required too. Emphasis will be given to maintaining the highest quality when processing and reproducing images. The scale and presentation of images will be determined on an individual basis.

Paper Brands

- Lyson
- Inkpress
- Epson
- Moab
- Hahnemuhle

Documentary Photographers

19th Century

John Thomson
Matthew Brady
William Henry Jackson
Timothy O'Sullivan
Edward Curtis

Early 20th Century

Henri-Cartier Bresson
August Sander
Lewis Hine
Eugene Atget
Jacob Riis
Paul Strand
Andre Kertesz
Brassai
Weegee
Robert Capa
Helen Levitt
Walter Rosenblum
Bernice Abbott

WPA Photographers

Arthur Rothstein
Dorothea Lange
Marion Post Wolcott
Jack Delano
Richard Saunders
Harold Corsini
Esther Bubley
Walker Evans
Margaret Bourke-White

1940's to 70's

Eliot Erwit
Robert Frank
Diane Arbus
Joseph Koudelka
Aaron Siskind
W. Eugene Smith
Gary Winogrand
Lee Friedlander
Jill Freedman
Mary-Ellen Mark
Gordon Parks
Arthur Tress
Harry Callahan
Joel Meyerowitz
William Eggleston
Larry Clark
Danny Lyon

1980's to Present

Bruce Davidson
Duane Michals
Mark Klett
Richard Misrach
Todd Hido
Lauren Greenfield
Nan Goldin
Mary Alpern
Chris Verene
Sebastio Salgado
Shelby Lee Adams
William Christenberry
Tina Barney
Donna Ferrato

□

Spring Semester

Jan 8 Introduction, policies
Jan 10 early history of photo
Jan 12 process and concept

Jan 15 no class, MLK Day
Jan 17 Becker article
Jan 19 Witness— Ch. 1, 2

Jan 22 work in class
Jan 24 critique
Jan 26 Witness—Ch. 3, 4

Jan 29 work in class
Jan 31 crit - 80 images due
Feb 2 Witness—Ch. 6

Feb 5 Witness—Ch. 8, 9
Feb 7 work in class
Feb 9 Witness—Ch. 10

Feb 12 Witness—Ch. 11
Feb 14 critique
Feb 16 Witness—Ch. 12

Feb 19 Ann McCleary
Feb 21 work in class
Feb 23 Witness—Ch. 15

Feb 26 work in class
Feb 28 crit- 80 images due
Mar 2 mid-term exam

Mar 5 work in class
Mar 7 work in class
Mar 9 Shutter Babe-Pascal

Mar 12 work in class
Mar 14 critique
Mar 16 Shutter Babe— Pierre

Mar 19 spring break
Mar 21 spring break
Mar 23 spring break

Mar 26 work in class
Mar 28 crit - 80 images due
Mar 30 Shutter Babe-Paul

Mar 2 work in class
Mar 4 work in class
Apr 6 Banerjee article

Apr 9 work in class
Apr 11 critique
Apr 13 lecture

Apr 16 work in class
Apr 18 work in class
Apr 20 work in class

Apr 23 final exam

April 30 Final Critique 11-1pm

Course Update Request (Add, Delete, Modify)

Originator

Art College	College of Arts and Sciences Department	Kirk, Perry Originator
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Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

ART	4705	History of Photography
Prefix	Number	Course Title

This course is designed to give advanced students a comprehensive investigation of the history of photography. Photography is a medium that has a fundamental impact on our daily lives and culture because it is an integral part of communication. This course explores the technical innovations, cultural implications, and the major figures in its history. Students will learn about the subject through lectures, readings, and exams, but they will also learn through hands-on projects using 19th Century processes to make their own work. (note: this course can fulfill advanced coursework for photography majors, or an art elective for non-photo majors. It does not fulfill a 3000 or above art history requirement, nor is it a WAC certified course)

Course Catalog Description

1.5	3	3	Spring - 2009	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ART 3701, ART 3702, ART 3703

Corequisites
Rationale

Since intermediate and advanced photography courses have been unstacked considerably more material can be covered in advanced courses. By breaking the advanced course, which could be taken up to five times, into four separate courses, it more clearly identifies to the student the various subject areas that will be covered as well as the optimum order in which to take them.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments
 TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Advanced Photography
Perry Kirk – Instructor
227 Humanities

History of Photography ART 4705
678-839-4947
Office 222 Humanities

pkirk@westga.edu

Course Description: This course is designed to give advanced students a comprehensive investigation of the history of photography. Photography is a medium that has a fundamental impact on our daily lives and culture because it is an integral part of communication. This course explores the technical innovations, cultural implications, and the major figures in its history. Students will learn about the subject through lectures, readings, and exams, but they will also learn through hands-on projects using 19th Century processes to make their own work. (note: this course can fulfill advanced coursework for photography majors, or an art elective for non-photo majors. It does not fulfill a 3000 or above art history requirement, nor is it a WAC certified course)

Course Objectives: This course is designed to help students acquire an in-depth knowledge of the history of the medium so that they can; incorporate historical processes into their work, understand the conceptual implications of using such processes, develop a broader set of modern and contemporary influences in their work.

Learning Outcomes: Students will:

- Demonstrate an understanding of the conceptual implications of 19th Century methods in contemporary art via a written proposal for a final project
- Demonstrate a competency of processes used in class by completing a set of 10 images using one of those processes
- Demonstrate an advanced understanding of the medium and its history via quizzes and exams

Course Guidelines

- 1 You must have a copy of the required text on the second day of class.
- 2 I don't call roll but I do take attendance. In the event of an absence, you are responsible for missed lecture material. Ask for notes from someone in the class and refer to the images that you have been provided. Please do not ask me to recap the lecture for you. You are allowed two excused absences. Each additional absence will lower your final grade by one letter. Being late twice is equal to one absence.
- 3 You are responsible for maintaining the order of the facilities. Other classes share this space and we must be considerate of that fact. All classroom studios are communal space and cooperation is required. Any blatant disregard for equipment will result in lowered grades.
- 4 Computers are for class use only. They are not to be used during class for email, web surfing, game playing, etc.. If you are doing any of these things I will assume you are not prepared to work and you will be counted absent without warning.
- 5 Cell phone calls and texts are not to be sent or received during class. Abuse of this policy will result in lowered grades. It is preferred that you turn your phone off during class time.
- 6 All students are expected to participate in discussions during critiques and discussion of readings. Participation by everyone improves the quality of the class. It is an intangible but important part of your grade. Discussion during lab time should revolve loosely around the subject of photography.
- 7 You will be graded on each assignment when the critique for that assignment is over. If your work is not displayed you will receive a maximum of 50% for that assignment when it is graded later. You will be graded on technical ability, creativity, participation, and productivity during class. You are welcome to inquire about your cumulative grade at any point during the semester.
- 8 If you have signed up for this course and accept this syllabus, you acknowledge that studio courses require additional expense for art materials and you are prepared to provide the necessary equipment and materials. You will be given advance notice for any material needs but it is your responsibility to provide that material.
- 9 All policies regarding plagiarism listed in the Student Handbook apply to this course.
- 10 On days when there are lectures the class will meet for 1½ hours. On days when we are doing studio work we will meet the full three hours. If you come late or leave early from studio days you will be counted late as mentioned in #2.

Materials

Working with alternative process materials requires that you be very precise. That is part of the learning experience of the history of the medium. There were no pre-made packs of paper or negatives. You made them yourself. Below is a list of items you need. Please don't substitute items particularly the storage containers. *The first number is the number of each of the items you need.*

3 Quantity - 500 ml, narrow mouth, with cap, cat # 50-1262, \$1.95

www.photoformulary.com/DesktopDefault.aspx?tabindex=2&tabid=9&CategoryID=46&langID=0

1 Quantity - 125 ml, narrow mouth, with cap cat # 50-1261, \$1.40

1 Quantity - 30ml, narrow mouth, w/cap cat # 50-1280, \$1.10

Formulary Salted Plain Paper Kit cat # 07-0110, Sale Price \$43.95

<http://www.photoformulary.com/DesktopModules/StoreProductDetails.aspx?productID=238&tabid=9&tabindex=2&categoryid=66&selection=0&langID=0>

Pictorico Premium Inkjet OHP Transparency Film 13x19/20 sheets

Catalog # 200645 \$49.99

<http://www.freestylephoto.biz/200645-Pictorico-Premium-Inkjet-OHP-Transparency-Film-13x19-20-sheets>

Paper – 5 or more 20x30" sheets of good quality paper like Arches

Grading:

Tests	50%
Artwork	40%
Attendance/Class participation	10%
	Total 100%

Tests

Tests will have two parts: Definitions, and Short Answers.

For *Slide Identification/Comparison* you will be responsible to know basic information about works shown in class including:

Definitions you will be asked to use one or two sentences to define terms from your readings and lecture material.

Short Answer you will be asked to respond in several sentences to questions about topics raised in class.

Artwork

You will be asked to turn in work on two occasions –examples of the processes we have covered at mid-term, and a self-defined project at the end of the semester. The project due at the end of the semester should be

executed using one or more of the processes we have explored and should be 10 or more images made using that process. You will be asked to turn in a proposal that outlines the subject matter and concept of the project.

Grading Scale:

A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 0-59%

Spring Semester 2009(reading assignments listed are to be completed for the next lecture class. STL means "Seizing the Light.")

Jan 7 Introduction, policies, read STL p.3-20, p.25-34

Jan 12 Lecture *Early History*, read STL p.71-94, p.165-176

Jan 14 research pinhole designs. Build for next Wednesday (www.corbis.readymech.com/en)

Jan 19 no class, MLK Day

Jan 21 shoot/process pinhole images

Jan 26 Lecture- *Technical Innovations*, read STL p.97-112, p.115-129, p.185-208

Jan 28 coat cyanotype paper, make photograms

Feb 2 Lecture – *Pictorialism and the Photo-Secession*, reading TBA

Feb 4 digital negatives

Feb 9 Lecture – *Science and Pseudo-Science*, read STL p. 146-159, p.267-292

Feb 11 mix salt paper solutions, coats paper

Feb 16 Lecture – *Social Documentary and the FSA*, read STL p.315-330

Feb 18 printing with salt paper

Feb 23 Lecture – *the Graphic Image*, read STL p.213-234

Feb 25 work in class

Mar 2 mid-term quiz

Mar 4 work projects due, critique

Mar 9 Lecture – *Modernism*, read STL p.237-264, p.299-312

Mar 11 printing with salt paper

Mar 16 spring break

Mar 18 spring break

Mar 23 4x5 camera

Mar 25 no class

Mar 30 Lecture – *New Culture of Light*, proposals for final project due, read STL p. 343-367, p.371-391

Apr 1 4x5 camera

Apr 6 Lecture – *New Frontiers*, read STL p.395-427

Apr 8 work in class

Apr 13 Lecture – *Changing Realities*, read STL p. 431-481

Apr 15 work in class

Apr 20 Lecture – *Thinking About Photography*
Apr 22 work in class

April 27 work in class
April 29 Final Exam

May 1 Final Critique 2-4pm

Notes

(in addition to these notes, also review the images in the Powerpoints. It is not necessary to memorize dates but important to be able to attribute images to the correct artists)

Lecture I

Chinese philosopher Mo Ti discovered phenomenon of light passing through a small hole, into a darkened room creates an inverted image Fifth Century BCE

Artists have changed strategies through history to show depth

Concept of perspective was formalized around 1405 by Brunelleschi

Earliest surviving description of Camera obscura 1490 (define camera obscura)

Before chemistry of Photography invented, "cameras" used as devices to aid in drawing proper proportion and perspective

18th and 19th saw rise in commercial and middle class. They wanted same forms of representation, status symbol of portraits (American Revolution 1776-1782, French Revolution 1789-1799 – the age of "Enlightenment")

Darkened affect of light on Silver Nitrate in 1614 (Renaissance)

Johan Schultz, German scientist discovers the affects of salts of silver in 1727

Thomas Wedgwood combines use of silver chloride and silver nitrate in 1802

Camera Obscura – "darkened chamber" (Italian word for room is camera)

Camera Lucida – "lighted room" reference to Camera Obscura and difference in technique

19th Century had various visual entertainments – Zoetropes, magic lanterns, phantasmagoria, dioramas.

What causes "Photography" to happen? Force of genius or force of culture? The work of gifted people or a cultural imperative?? "Photography" term coined by Sir John Herschel.

Louis Jacques Mandé Daguerre and Joseph Niepce

Joseph Niepce (originally interested in a process to transfer images to litho stones) worked with various processes and as early as 1814 had all the elements for invention of photography present in his experiments

Heliographs were "bitumen of Judea" or asphalt – definition making reference to Greek culture at a time of important classical knowledge being re-discovered. Heliograph is essentially a photogram. Exposed and then un-hardened tar is washed away leaving negative.

Camera with biconvex lens and diaphragm
Sensitized paper using silver chloride – made negative
Abandoned this in favor of making a positive process

Daguerre wrote to Niepce in 1825 and proposed collaborating. Daguerre wanted to find a way to make his diorama scenes faster. Very elaborate and could only make perhaps one or two a year. Dioramas were very popular and therefore profitable if they could be made faster.

Niepce dies of stroke in 1833

Daguerre keeps working. His process announced at the Academies des Sciences and the Academie des Beaux Arts August 19, 1839.

Daguerreotypes – highly polished silver plates, sensitized in dark, before exposure with heated iodine crystal vapors (combining with silver to make silver iodide) exposed then further sensitized using mercury vapors. Clear areas turned white which gave sensation of a positive. Highly detailed, 20 minute exposure. Stabilized with sodium chloride.

Strengths and weaknesses –

Daguerreotype	vs	Calotype
Sharp		fuzzy
Single		multiple copies

No enlargers so calotype prints had to be same size as negative – emphasizing very large negs. 20x24 camera!

William Henry Fox Talbot

Calotype process not patented until 1841. Did invent the salted paper print and a camera based imaging process in 1834.

Although Talbot's method would persevere over time it did not do well at first. Daguerre received honors and govt pension for his invention. Talbot had to finance his entire research.

Calotype – albumen and iodized solutions applied to paper along with silver chloride. Bees wax applied to negative made paper more transparent. Common to have retouching with pencil, graphite, watercolor, India ink.

Softness of image and lack of tonal range was undesirable compared to Daguerreotype

Lecture 2

Technological and socio-economic advances go hand in hand

1847 albumen first used as binder and “gelatin” for silver salts on glass negatives

Commercially available printing paper in 1850 – w/ smooth glossy surface supplanted matte calotype surface – gave more detail.

Wet collodion process (photondetector.com/blog/tag/alternative_process) 1854-55
Dry plate collodion 1860

(description of weight of equipment p. 138)

Dry plate process disposed of need for all the cumbersome equipment needed in field and ultimately lead to faster exposure times with substitution of gelatin for collodian

Gelatin – egg whites originally

Collodian – mixture of alcohol, ether, and nitrated cellulose

Calotypes – not popular in the US because of lingering resentment towards the British (WHF Talbot) Licensed to William and Frederick Langerheim of Philadelphia in 1849. They never sold a single license to anyone else.

Ambrotypes – collodion positive-looking image on glass rather than copper. Often mistaken for Daguerreotypes but lack the brilliance and clarity of copper plate. However less expensive. Bleached negative viewed against a black background appears positive.

Tintypes (ferrotype) – same basic idea as Ambrotype but image is put directly on black-enameled metal. Patented 1856 Available until replaced by Polaroid in 1950's. Essentially Polaroid of the day. Could be processed in about 1 minute.

Popular with low income people because it was cheap, fast, light, durable. Soldiers could carry one without it getting broken or folded, wet. Often taken by street vendors, traveling. Tintypists generally unskilled in other photo processes. Called "Cheapjacks" by studio photographers.

Appealed to 19th century notion that position wasn't determined by birth. Democracy gave industrial class a taste of arts and letters. Also brought technological spirit to the Arts.

Stereoscope

Distance between our eyes about 2 ½ inches

If cartes = tabloid world then stereos = televisionaffordable HOME entertainment

Public events – plays, circus etc but few home options

Photos from all over the world changed peoples view of the world unlike drawings

Stereos were purposely shot to suit public taste.....tv

Holmes-Bates (Oliver Wendell Holmes) patent, sold 500,000 in London by 1856

Purists considered stereo photographers "charlatans"

O'Sullivan shot both

In age of "enlightenment" empirical information preferred over myth and religion – direct experience. Entertainment had more of a desire for learning. Passive forms like radio and TV changed that.

Stereos helped establish of photography as a way to "find and record people and scenes for future contemplation" "the Aesthetic of Finding" that underlies photography

Last paragraph p.94

Carte de Visite

Photos used on passports, permits, mug shots

Camera built with multiple lenses could be uncovered separately for different poses on one piece of film.

More copies made more profitable.....negative/positive process vs. Daguerreotype

Disderi became celeb, could make 1000 prints a day

Cartes = tabloid magazines..... cult of celebrity

Napoleon had his carte made by Disderi as his army left for campaign in Austria.

Lincoln credited his election to carte made by Matthew Brady.

Beautiful and the Damnedlowest and highest in society were affected by photo

Cartes circulated as PR items (politicians, actors, artists, royalty)

Cartes and cabinet photos.....burgeoning middle class

They wanted the trappings of upper class or at least to follow what they did (celebrity)

Paper on cartes was sometimes toned with Gold Chloride to give it a brown appearance??

Often held items that indicated status

Kodak – name of camera. Kodak introduced in 1888

Increasing film speeds and portability of cameras changed the type of picture people made and eventually moved picture making away from the conventions of painting through the snapshot

George Eastman invented first photographic film (on plastic not glass) as we know it in 1885

Continuous film motion pictures invented in 1890's – again related to film speed

First vertical enlarger in 1852 with that could shoot smaller film and enlarge, easier to transport film, cheaper, without contact print you could shoot then alter Neg didn't have to be perfect....increased business

Nadar –

Gaspard Felix Tournachon – “Tourne a dard” (one who stings) – Nadard – Nadar

Made a name for himself doing caricatures for newspaper

Technical innovator – shot from hot air balloon, with batteries in catacombs

Intelligencia hung out at his studio....smart people revered....Baudelaire, Dumas, Gustav Flaubert, Victor Hugo, Franz Liszt, Georges Sand. Was himself a celebrityWarhol

Experimented with lighting, had studio built specifically, simplified images.....Why?
For quick consumption.

Interested in clarity of image. Some studios retouched negs while others thought it was blasphemous Negative in 1866 already had status of “inviolable truth”

Eadweard Muybridge, Thomas Eakins, Etienne Jules Marey

All interested in science of locomotion. Muybridge started as landscape photographer but hired to settle bet for Leland Stanford (University) former governor of California, about how horses run. After several attempts came up with 24 camera set-up with trip strings.

Later worked on multi-lens systems and on increasing speed of films.

Faster shutter speeds capturing phenomena not seen before was sometimes disturbing – changed peoples thinking about accuracy of human perception. Raised questions and doubt about how things had traditionally been represented in art (galloping horse with all 4 feet extended?)

Unlike Muybridge, Marey was a scientist (Physiologist) who wanted to make unseen phenomena visible in an objective manner. Proponent of Positivism. Interested in *how* animals and humans moved rather than how they looked when they moved.

Marey interested in psychological aspect. Killed idea of time as being linear. Gestalt. Simultaneous time. Lead to things like cubism

Marey wheel camera – camera with rotating plate that could take a rapid sequence of separate images.

Eakins was primarily a painter, was influenced by the work of both Muybridge and Marey

Lecture 3

Improvements in Communications and transportation made demand for even more information about the world. Wet-plate photographers tried to make “everyperson” photos, as if you were there. Close-ups very rare, wide views thought to be better because they contained more information – did not edit or interpret.

Civil War

Matthew Brady – portrait studio in New York

photographed first battle –Bull Run but assumed quick victory. Ended with 20 unit of photographers and shot 7000 negs (collodion)

Images are emblematic of ideas about war and national identity but not romantic like painted images. By end of war everyone wanted to forget the war people did not buy his pictures.

Brady spent around \$100,000 of his money. US govt gave him \$25,000 after war for his contribution. He was financially ruined.

Images attributed to him and others in Library of Congress.

Roger Fenton – Crimean War – Financed by business man and by Royal govt. Early example of how subject matter is influenced by those paying for it. Govt trying to boost public support for war. Didn't show death and destruction. (similar to today?)

Made romanticized images, narrow d.o.f. . Despite this agenda they were more “real” than what people were used to and debunked romantic war fantasies.

Copyright issues – Alexander Gardner started working for M. Brady. Common for owner of studio to take credit for images they did not shoot. Gardner became increasingly frustrated with this , especially after being in dangerous situations

Quit and started his own studio in Washington, DC. Took majority of MB's staff including Timothy O'Sullivan. Gardner allowed each person receive credit.....helped establish idea that photography could have personal vision and could be same as other visual arts – not a mechanical, technical process

Authenticity – Gardner's “Home of the Rebel Sharpshooter” musket not sharpshooter rifle, body dragged and posed. Boundaries of truthfulness much wider at the time. Is Gardner's image an “overall accurate representation of the situation?” Could only shoot 10 negs a day. Public was used to allegory in images. Journalistic writing standards also loose by today's standards

Work like Gardner's/O'Sullivan's helped break notion that art was only meant to help people escape

His book “Gardner's Photographic Sketchbook of the War” implies spontaneous reaction to the situations.

Timothy O'Sullivan – historically most prominent of this group. Worked for Brady, then with Gardner, then on his own. Hired by US govt after war to photograph the affects of war on individuals and places of battle. Later, went on several expeditions to American west to document geological “assets” of new American territories.

Realism, Naturalism, Pictorialism

Was photography the handmaiden of art (painting) or did it possess its own syntax? Was it meant to record objectively or could it be controlled for artistic concerns?

Photographs still did not have an “artistic” vocabulary of its own

Photography declared “an art form” by French court in 1862. Same year Disderi released L'Art de la Photographie where he compared his studio techniques to painting.

“Realism”

Photos considered more artistic if they resembled paintings and looked less photographic.....ironic....using conventions people were accustomed to in painting
Symbolism, narrative allegory – the figurative treatment of one subject under the appearance of another. Images often moral or spiritual qualities related by parable or fable

“Bachelor's Dream – is cage like hoop skirt?, ladder of success, have upside down figures “fallen” etc etc

Photographers purposely limited sharpness to avoid scientific, technical associations to photography – depth of field, kicking tripod during exposure, smearing lens all used to limit focus

Tableaux – either literally setting up shot or through combination printing. (multiple negs used to make multiple exposures on one sheet to construct a single image)

Combination printing criticized as being a mechanical contrivance and not art
.....experimentation and argument useful because it ultimately lead photo to find unique voice

Is photo's strength in truth-telling, scientific accuracy. Is making a painterly photo contrary to its true nature? Calotype lent itself to painterly images because they were soft.

Gallery people saw photography as threat to their investments

All attempts to make photography as painting-like as possible. Ultimately photo's ability to render reality forces painting into new directions – ultimately to abstraction.

20th Century tastes looked down on Pictorial style but the methods – combination, tableaux, are progenitors of post-modern photography and digital manipulation

Oscar Rejlander – like many others first used photography as studies for paintings but within two years opened photography studio

The Two Ways made from 30 negatives on two pieces of paper attached together.

Henry Peach Robinson – most popular, emulated, well to do photographer of the 2nd half of 19th century.. Pictorial Affect in Photography most widely read book on photography in 19th Century.

“Fading Away” – considered scandalous because it was a photo and therefore too confrontational. Painted scenes of this sort popular at the time but not considered controversial. If it's a real photo it's too confrontational – if it's contrived it's deceptive. Landscape combination prints OK, but photos of people associated with truth. Photography has had long history of this National Endowment for the Arts crisis in late 1980's

Julia Margaret Cameron – 1850 – 60's

Didn't get a camera until she was 49

Straddled the line of pictorialism but also started to find what was unique about each sitter. Still interested in conventions of pictorialism - morality, beauty. Used titles to inform

Contact prints from 11x14" collodian negs
30" focal length lens. Huge lens to emphasize close up work

Interested in distinctive intellectual and psychological qualities of sitters

Images much bolder and simpler than conventional at the time

5 minute exposures but she did not use headrest like many portraitists – allowed movement to add “spiritual life” to image

“Naturalism”

By 1880's in vogue as a reaction to combination printers and reliance on darkroom technique. Images still derivative of painting they just insisted on shooting scene in one contrived (not spontaneous) shot, often on location. Nature seen as the only true subject.

“Pictorialism” – “a subjective response to the visible world, forcing an acknowledgement that a photograph could be an expressive statement.” Ironically they still used technical means (if not combination printing) like blur, gum bichromate prints, copy negatives ... all to get desired look.

Women Pictorialists – Suffrage movement starting asserting new roles for women. Archetypal nurturing mother and force of nature major themes in pictorialist images.

With images like Evans and JM Cameron you start to see simplifying of image that later defines modern images – Strand, Weston.

Gum Bichromate

Description of Evans' long exposures eliminating anything associated with contemporary. P.193

Photo-Secession coined in 1903. Stieglitz, Camera Work, Gallery 291

Eventually even Stieglitz tired of conventions of pictorialism and started supporting modern art. His only show of modern photo was Strand.

Lecture 4

Science and Pseudo-Science

Age of enlightenment, many inventions, discoveries. Era when Science becomes the underlying value of our culture. Science practiced by professionals but often by amateurs who are wealthy (WHF Talbot).

Discoveries also rock many peoples' thoughts about how they view the world. Advanced optics means - Microscopes - mean discoveries about microscopic world.

Origin of Species published 1859. Interpretation of Dreams 1899. Like Copernicus in 1543 – displacing earth as center of solar system was beginning of modern astronomy but rocked the catholic church

Positivism quote p.131

How do scientific photographs help these idea(l)s

Expand or contract time, enlarge or reduce scale, image electromagnetic spectra we can't see, recognize patterns and vibrations

Even from Talbot photography seen as tool of science. Botanical studies, faster and more accurate with photograms. The processes and inventions associated with photo – optics, chemistry, etc, add to popular association with science.

Da Vinci illustration points out that observation beyond human capability has been a necessity in science for a long time. Da Vinci struggled to record phenomena even though his powers of observation were extraordinary. Thus abilities of photo mentioned above.

Marey, Muybridge, Eakins examples of early uses for scientific investigation. Marey's images point out basic notion – not depicting how something looks but how it *works*.

These investigations have influence on other peoples work – artists' depictions of motion speed and time. Futurists and ultimately cubists

Origin of Species (1859) also revelation about earth not being static but evolving

Wright Brothers looked at Marey's birds in flight

Psychological notions of “stream of consciousness” and ultimately “gestalt “

Physiognomy – idea that certain physical features can be equated with certain behaviors. Large brow, light skin, attached ear lobes, high forehead, broad or crooked nose.

Without empirical data to back it, “undesirable” features tended to be those of non-caucasians.

Phrenology popular from 1850's – 60's

Positivism was high minded but could (did) lead to flawed applications like Eugenics. Ultimate application by the Nazi's.

G.B. Duchenne (and physiognomy in general) used photos with the assumption that visual evidence was sufficient to understand subject and a record of that visual was fact. Fact up to that point had been mainly verbal and numerical.

“The Mechanism of Human Facial Expression” 1862.

Wanted to create a “language of facial signs. By studying physiology we understand emotion. The human face as a conduit of animal-like inner passions.

This agreed with Darwin in a sense. Also agreed with Freudian thinking.

Correspondences between human and animal “countenances”

Pale skin = color of the moon = lunatics and the shy
Human features like a lion = bravery
Human features like a fox = deceitfulness

Further eroded the notion of humans as a biblical, special creation.

Alphonse Bertillon – interested in heredity transmission of physical and mental characteristics – in direct response to Darwinian thought. Physical features butmore importantly psychological characteristics

Francis Galton – Darwin's cousin. Devised a special camera which would record “ideal-typical” features of several people on a single plate negative. Proponent of Eugenics

Darwin and Rejlander worked together – Rejlander taking portraits of “chance expressions”
They meet through mutual acquaintance JM Cameron

Occult Photographs

Ghosts, spirit séances, levitation, auras, ectoplasm...

Historical intersections between photography and the once wildly popular interest in spiritualism.

Period from the 1860s to World War II, when occult and paranormal phenomena were most actively debated and both supporters and skeptics summoned photographs as evidence.

Vital forces—which also included thoughts, feelings, and dreams—were often captured directly on the photographic plate, without the use of a camera. In France, Hyppolyte Baraduc, Louis Darget, and Jules-Bernard Luys sought to photograph their own thoughts and mental energy by placing their fingers or foreheads on sensitized plates.

Research into radioactivity and the discovery of X-ray photography in 1896 lent some scientific legitimacy to this photographic practice, which continued well into the twentieth century with the work of the Russian Semyon Kirlian in the 1940s

Spiritualism - Like other 19th century "sciences," such as phrenology and mesmerism, Spiritualism attempted to reconcile spirit with matter, and religion with science.

Just before the Civil War spiritualists and non-spiritualists alike estimated the number two to three million (out of a U.S. population of 30 million).

While the spiritualist movement comforted the recently bereaved, it also made spiritual matters the subject of empirical investigation. Spiritualism's rationalist, perfectionist and individualistic assumptions linked people in the movement with the liberal, progressive, even radical reform movements of the time—abolition, woman's rights, health reform, labor reform and communal experiments. Spiritualism inspired the activism of many leaders of these movements.

Some adherents came to believe that spiritualism had always been the experiential and mystical core of all religions. Spiritualist philosophy assumed a connection among all people and things, times and places, and believed that this connection could be mystically experienced.

Lecture 5

History of the Graphic Image

Lithography as viable commercial process starts around 1836. Before litho, relief printing (set type and wood cuts) were means for graphic reproduction. Lithography a Planographic process.

Niepce's original motivations in image making were to figure out a better method of reproducing graphic art. He was a printmaker

Publishing grew with new governments and education laws

Laws changed in France in 1881 that allowed public display of bills.

Limited in combining text with image. Time consuming to set mono-type.

WHF Talbot essentially invented the "halftone" screen in 1840's with exposures through a fabric screen that break up an image into tiny sections.

Karl Klic invents Photogravure process in 1879 using Talbot's data

Monochrome photos could be easily reproduced by 1890's but photography seldom utilized. Public expectations for magazine illustration styles. Photographer had to be on scene whereas illustrator could never be there and draw the scene without question of credibility. (19th century sensibility)

20th Century (Moderism) often emphasized, glorified technology, precision, mechanism, automation. (Ford starts using assembly line in 1908).

Photography becomes more accepted – necessary? To fulfill expectation of precision.

Jules Cheret – originator of commercial poster. Made 1069 posters in 50 years. Stuck to basic formula.....action, female image, dynamic line.

Quickly blurred what was considered fine art or commercial art. French government awarded him Legion d'Honore at 45 and Edward Manet declared him a master as did press critics.

With all poster/graphic design – simplicity helps "consumer" take in information faster, from further away, it's cheaper to produce, simplifies message and helps establish brand recognition

Henri de Toulouse Lautrec – Made 400 prints in 10 years including 31 posters. Considered to have brought lithography to its stylistic height at the time

Alphons Mucha – obscure until Sandra Bernhardt gave him Gismonda poster job. 1894. SO enthused with result she retained him for 6 years. Became very popular – unusual metallic colors and special colors.

Aubrey Beardsley – died at 25. His style influenced following generation. Japanese influence. Controversial because of exotic, sometimes sexual content. British but aware of and inspired by Cheret.

Leonetto Cappiello – Credited with 3000 poster designs. Vacuum of talent in Paris at 1900 Used what he termed “Graphic Expression” unified background on which the figure stands out = Modern poster.

Beggarstaff Brothers – entered poster show in 1894 with series of posters for imaginary clients. Used cut paper to design with, made imagery extremely simple Idolized Lautrec

Ludwig Hohlwein – German began design career in 1906. Style changed little in 30 years. Same basic formula as Cappiello but better draftsman. Interested in light.

Gustav Klutsis – Russian, considered pioneer of photo-montage. Communist enthusiast, used distortion of space, radical change of scale, strong diagonal. Very modern. Murdered by Russian police.

John Heartfield – German, took photo-montage to highest level – ambitious agitator, worked full-time on political causes, had to move several times to avoid arrest.

Jean Carlu – French, also interested in cubism. Studied with Juan Gris. Politically active. Worked in both photo-montage and drawn images.

Herbert Matter – Swiss, made famous tourist poster series in 1934-36. His use of photos ensured wide use of photography afterwards. Style heavily copied. Angles, stark contrasting color, snapshot type photos considered fresh and modern.

Compared to illustrated journals at the turn of century, German photo magazines set precedents we rely on today about editorial control. Photos more precise – chosen to suit the agenda of editors, paying clients. Shaped publishing and later radio and TV.

Nazis shut down any dissenting magazines but became the masters of propoganda through use of text and image.

Henry Robinson Luce publishes first Life magazine in 1936. New idea to have coherent stories told in images. “to harness the main stream of optical consciousness” with the “mind guided camera.” Life was managed as a conservative political and social agenda.

National Geographic first published in 1888 as scientific journal, started using photos in 1906. First to reproduce “Autochromes” first color process, invented by August and Louis Lumiere in 1903. Read quote bottom p.319.

Fashion -(editorial images) Adolph de Meyer first staff photographer for Vogue in 1913. E. Steichen replaced him in 1923 for Vogue and Vanity Fair (Conde Naste)

Relationship between images for story and images for advertsing. Blurred

Lecture 6

Social Documentary and the FSA

John Thomson – interested in ethnographic studies – spent years in Asia photographing.

When he returned to London he started “Street Life in London” in response to terrible conditions for working class. 1877

Even if people weren't interested in change they were interested in "the other." Manifest Destiny, Darwin's Evolution, and increasingly romantic "Walden" view of nature. Yosemite organized tourist site by 1856. Carleton's 18x21" camera, god is in the details

Photographers like Carleton Watkins, WH Jackson, Muybridge, T. O'Sullivan

O'Sullivan and Jackson hired for Geological Explorations. But Jackson's photos of Yellowstone helped convince congress to give it govt protection. Social documentary?

Jacob Riis – Started working for newspaper in New York in 1877. Quickly realized words were not adequate to communicate problems of working class.

Considered to have "hit and run" style. Often photograph someone unannounced, with a flash. Did not see individuals as important but was photographing for the cause – gave lectures to make public aware, did not consider himself a photographer.

Edward Sheriff Curtis – opened his own studio in 1899, in 1900 went on first expedition to Alaska to photograph Native Americans.

Between 1900 and 1930 did survey of 80 native groups, 40,000 images.

At the time respectable scientists considered native groups as early phase of evolution and white domination a triumph of Darwinism. Curtis lived with native groups for long periods but was not objective.

Pictorial approach with soft focus, retouched negs, to convey idea of "noble savage". Transported costumes, wigs, props from one group to another. Often depicted people in ceremonial wear that was inappropriate to situation.

However biased, the massive record recorded many aspects of dress, customs, etc..

Lewis Hine

Sociologist from Columbia University. Taught photography and took students (Paul Strand) to see photo art in New York (including Gallery 291 – Stieglitz and Pictorial images)

Wanted to stop prejudices against new immigrants. Began photographing at Ellis Island in 1904. Collected information about individuals to help make images personal.

Posed as fire inspector, postcard vendor, bible salesman – gave up fine art pretenses for pragmatic decisions. Available light, large apertures, narrow DOF – negs often poor – beginning of different –modern – aesthetic.

Worked to change labor laws for children, especially in coal mining and textiles (cotton). His work eventually lead to government reforms like welfare.

August Sander –

"Struggle to accept the Difference between social position and the person who inhabits that position." Worked btw the world wars. German culture still saw social cast – and race/ethnicity – as issues. Sander and Nazi's using same Physiognomic ideas but in different directions.

Photography as social science instrument

Roy Stryker – 1935 hired by Rexford Tugwell to run the Historical section of the RA/FSA. (FSA actually created in 1937) Tugwell had hired Hine for other project. Stryker influenced by Hine's work. Photographs seen as way to help support the cause and also monitor effectiveness. 120 photographers worked for Fed during FSA. Stryker gave reading assignments, conducted critiques, developed shooting scripts. Thus developed an "official FSA documentary style." Quote p. 285 "To carry...." Other projects came after WWII like Pittsburgh project also run by Stryker.

Quote p. 286

Lange – Migrant Mother, quit portrait work completely in 1935 and had a career of socially oriented work. Left FSA in 1940. Worked for Life and freelance into the 1960's.

Evans – best known of Photographers. Simple but effective style. Often used 8x10 camera. Teams with writer James Agee in 1936 to do piece for Fortune Magazine. Piece was rejected but project eventually became "Let Us Now Praise Famous Men." Images and text co-equal. Book design revolutionary.

Rothstein – his "Steer Skull" image produced controversy about whether photographers should only be objective witnesses and not interpreters. Raises issue of manipulation through cropping, text, and placement in context.

Bubley – originally hired by Stryker to work in darkroom. Thrived as a photographer during and after FSA. Dynamic style attracted attention of commercial and gallery world. Unusual success for a woman at the time.

Delano – born in the Ukraine, moved to states in 1923. Considered a very socially conscious person, worked for FSA then when FSA was subsumed by OWI he was official govt. photographer of the war. His wife was cousin of Ben Shaun (also FSA photographer). Lived and worked in Puerto Rico after war to help promote change of economic conditions there.

Lee – Often used flash, creating "incorruptible and honest" images. Maybe opposing style to Rothstein by being purposely "artless". Worked with Richard Wright (Native Son) on Chicago project about urban African-Americans.

Parks – First black staff photographer at Life in 1949. Later directed film "Shaft." Obvious interest in portraying A-A point of view which was seriously underrepresented at the time.

Lecture 5 Eugene Atget

Painting influences photography.....Pictorialism

Photography influences painting..... Degas (random cropping), Futurist painters (movement)

Realism no longer needs to be the domain of painting

Photography became best medium for portraiture, landscape.....documentary

Documentary in many ways a new domain although painters had begun to explore it in Realist painting movement.....Millet, Courbet, Daumier

Completely abstract paintings were being made 70 years after the invention of photography

How does photography make portraits or landscapes differently? To achieve success?

Making lots of images....editing

Waiting for right moment.....activity and/or light

Atget started at a time when Pictorialists were in vogue

He initially recorded images in factual way to sell as resources, raw material to painters.

Photo influencing painting. Used long depth of field and sharp focus to get information in photo for resale

But out of that came style.....realization of more "honest" images

Even though they are view camera images (glass negatives) and very carefully composed

Szarkowski describes them as "their formal perfection describes an experience as ephemeral as the moment of stillness at the apogee of a dancer's leap.".....

.....Atget returned to same subject matter over and over knowing that it would always be new. Why? He understood the ephemeral aspect of photography and the immediacy of it.

Had many commissioned projects – National Archives of France, documenting historic monuments around Paris – a book project about brothels in Paris. Often self-motivated in projects. Voracious reader of 19th Century French literature, wanted to document to preserve disappearing Paris of the past. Purposely documented buildings and areas marked for demolition.

Lecture 6

Henri Cartier-Bresson

(from Untitled article regarding the Decisive Moment)

Leica marketed in 1924

Refers to Atget prints and the affect they had on him

Leica changed shooting style "preserve life in the act of living" "to seize in the confines of one photograph, the whole essence of some situation that was in the process of unrolling itself before my eyes."

Living in the moment, being aware of one's surroundings, having social skills

Subject

Approach subject on tiptoe – is he saying to sneak up on it and not deal directly?
Being sensitive to subject, culture, etc.. On tiptoe figuratively and literally.

Making portraits in a place that is appropriate to subject.
Prefers passport photos to studio portraits.....why?

Composition

Composition must have its own inevitability about it

Quote on p17 "In photography....."

How does one develop this kind of skill – to compose instinctively.....practice, practice

No cropping

Technique

Don't let infatuation with technology get in the way of what you make.....finished print that counts.

If you are thinking too much about technique then you are not seeing. Obsession with sharpness in 60's and 70's was equal to the obsession of Pictorialists to make unsharp images as "artistic"

HCB saying this all misses the point of what and when shoot something.....it's all about seeing

Last three paragraphs very good summary of "decisive moment"

- 5) Name the two people credited with inventing the two (different) original photographic processes. Describe the relative strengths and weaknesses of these processes.

- 6) Cartes-de-visites and Stereo Cards were two trends during the mid-19th Century that used photography as entertainment. Describe some of the deeper socio/political, economic, and cultural significances of these trends.

- 7) Even though Eugene Atget's photos seem conservative by our standards, they were innovative for their time. Describe what he was doing that was different and why that was significant.

- 8) As best as possible, describe Henri Cartier-Bresson's philosophy of "the Decisive Moment" and how that translated into the images he made. How were his images formally and technically different from his predecessors?

Course Update Request (Add, Delete, Modify)

Originator

Art College	College of Arts and Sciences Department	Kirk, Perry Originator
----------------	--------------------------------------------	---------------------------

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details

ART	4706	Advanced Photography Studio
Prefix	Number	Course Title

Contingent on the approval of the instructor, the student will define a series of works delving into specific subject matter and/or technical interests. This course is meant to further the direction of the individual and prepare them for their senior exhibition. The student will participate in the artistic community both through exhibiting or completing contract free-lance work and by completing a thesis paper of 10 or more pages, explaining the conceptual interests and processes used in their exhibition.

Course Catalog Description

0	6	3	Fail - 2009	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites **Corequisites**

Rationale

Since intermediate and advanced photography courses have been unstacked, considerably more material can be covered in advanced courses. By breaking the advanced course, which could be taken up to five times, into four separate courses, it more clearly identifies to the student the various subject areas that will be covered as well as the optimum order in which to take them.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Advanced Photography Studio
Perry Kirk – Instructor 678-839-4947
227 Humanities

ART 4706
pkirk@westga.edu
Office 222 Humanities

Course Description: Contingent on the approval of the instructor, the student will define a series of works delving into specific subject matter and/or technical interests. This course is meant to further the direction of the individual and prepare them for their senior exhibition. The student will participate in the artistic community both through exhibiting or completing contract free-lance work and by completing a thesis paper of 10 or more pages, explaining the conceptual interests and processes used in their exhibition.

Course Objectives: Students will acquire an intimate knowledge of studio setting through required assistance in maintaining equipment, supplies, housekeeping, etc. Students will actively seek exhibitions and develop their own personal visual language. Students will prepare all the necessary items to 1) seek employment 2) submit work for exhibition opportunities 3) apply to a graduate program – The required items for these tasks include resume, artist statement, slide/CD package, cover letter, and proper presentation of these materials.

Learning Outcomes: Students will:

- demonstrate a sophisticated ability to conceive, plan, and execute a self-directed body of work.
- demonstrate an understanding not only of additional techniques, but how those techniques can be chosen to enhance conceptual agenda.
- demonstrate an advanced understanding of theoretical issues surrounding contemporary photographic art.
- demonstrate a continuing sophistication in critiquing their work and the work of others using vocabulary of art and photography to formally analyze composition, design, and concept of two-dimensional works.

Create 2 proposals of work to be actively working on during the semester. These series should be two separate projects that you can work on simultaneously. That way if access to subject matter is difficult for one project you can concentrate on the other. I will ask to see progress on a weekly basis.

You are responsible for working on the project you have defined throughout the semester. On days when we have critiques you are expected to show work. You will be evaluated regarding productivity in class, absence, late work, and failure to bring work to class.

Lab and Studio Responsibilities

Computer facilities, studios, equipment, and consumable materials such as ink are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items it is not likely that they will be immediately replaced because of limited funding. All doors should be shut when you leave the area. The double door to the computer lab should be opened only by me. The self-closing door should never be propped open. *If I find evidence that you have printed anything not related to this class, or let someone else use the printers I will fail you for the semester.*

Supplies

- CD-RW's or jump drive
- presentation materials
- ink jet media (various sizes)

Grading – using these criteria students are graded on a scale of 0 – 5 with ½ point increments.

- Responds fully to the parameters of the assignment
- Print (film) has all indications of proper production methods—focus, exposure, development, fixing.
- Print (mat when applicable) is free of unintentional marks, flaws, stains, uneven borders and cuts.
- Shows a creative usage of the photographic medium and a unique approach to the assignment.
- Did you use time wisely in class. Did you investigate the assignment thoroughly, did you do more than the required minimum.

Scale: 25-21=A, 20-16=B, 15-11=C, 10-6=D, 5-0=F

(½ points round up)

Schedule

Week 1 discussion about resumes, portfolios
 Week 2 shoot slides of work
 Week 3 assignment – resume and portfolio
 Week 4 assignment – project proposal
 Week 5 assignment – self-directed work
 Week 6 assignment – self-directed work
 Week 7 assignment – self-directed work
 Week 8 mid-semester critique
 Week 9 assignment – self-directed work
 Week 10 assignment – self-directed work
 Week 11 assignment – self-directed work
 Week 12 assignment – self-directed work
 Week 13 assignment – self-directed work
 Week 14 assignment – self-directed work
 Week 15 assignment – self-directed work

Course Update Request (Add, Delete, Modify)

Originator

Art College	College of Arts and Sciences Department	Kirk, Perry Originator
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Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

ART	4707	Professional Photography Assignments
Prefix	Number	Course Title

This course has students create work for actual clients so they can develop the communication skills and technical ability to work with clients and designers. The course explains the various kinds of work available in today's market and prepares students both in terms of skills and physical means to prosper as a professional.

Course Catalog Description

0	6	3	Spring - 2009	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ART 3701, ART 3702, ART 3703

Corequisites
Rationale

Since intermediate and advanced photography courses have been unstacked, considerably more material can be covered in advanced courses. By breaking the advanced course, which could be taken up to five times, into four separate courses, it more clearly identifies to the student the various subject areas that will be covered as well as the optimum order in which to take them.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments
 TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Advanced Photography
Perry Kirk – Instructor
227 Humanities

Professional Assignments
678-839-4947
pkirk@westga.edu

ART 4707
Office 222 Humanities

Course Description: This course has students create work for actual clients so they can develop the communication skills and technical ability to work with clients and designers. The course explains the various kinds of work available in today's market and prepares students both in terms of skills and physical means to prosper as a professional.

Course Objectives: Students will be given 4 or more projects to be completed for real clients. Clients will determine parameters, time constraints, and be involved in the critiquing process. Based on in-class presentations, clients will choose the work of 1 or more students for use. Students will also create a set of contracts, resume, graphic identity, letter head, business cards, portfolio and web site necessary to acquire commercial contract work.

Learning Outcomes: Students will:

- Demonstrate advanced technical skill by completing 4 or more assigned projects for clients
- Demonstrate a working knowledge of Adobe InDesign via the creation of contracts, resume, graphic identity, letter head, business cards.
- Demonstrate a working knowledge of a web based program via the creation of an on-line portfolio
- Demonstrate knowledge of professional conduct and communication skills via in-class presentations, to clients and peers, of final solutions to projects.

Course Guidelines

1. All work must be ready for display at the time of the critique.
2. Attendance is figured into your overall grade like an assignment. Students are allowed two excused absences. Each additional absence will lower your attendance grade 20 points. Therefore 5 absences will equal a "0". 8 Absences results in an F in the course. Being late 2 times is equal to one absence. Attendance at critiques is mandatory.
3. All work shown in class must be made during the current semester.
4. Discussion during lab time should revolve loosely around the subject of photography. Studio classes are, by nature, social. But, abuse of that social aspect is a good way to get a bad grade.
5. You will be expected to present your work at critiques as though you were presenting to a client. You will be expected to dress in a professional manner, stand with your work, and give an articulate justification for your solution. One quarter of your grade will be based on this presentation.
6. We will have a schedule for shooting in the lighting studio, as will the students in other photo classes. So planning when you shoot will be very important.

Equipment, Supplies, and Processes

You will be required to have (or have the use of) a high-quality digital SLR camera. A minimum of 8 megapixels is required. We will be shooting high-quality images. You will be using strobe lighting as well. Determine if your camera has a port for a sync chord. If it does not, you will need the appropriate adaptor. Adequate storage capacity for your images will be necessary. A high capacity external drive or CD-RW's are required. High quality paper is required too. Emphasis will be given to maintaining the highest quality when processing and reproducing images. The

scale and presentation of images will be determined on an individual basis.

You will also be encouraged to begin purchasing equipment for your personal use, that you will have available to you once you have graduated. Initially this will include portable strobe lights, stands, wireless sync, and reflectors.

Book

Pricing Photography: The Complete Guide to Assignment & Stock Prices (Paperback)

by Michal Heron and David MacTavish

Acceptable Paper Brands

Lyson

Inkpress

Epson

Moab

Hahnemuhle

You must keep a journal/notebook in which you take notes about the readings and about your projects. You will be expected to have sketches and notes related to each project. You must also find examples of lighting and staging in magazines or books that you find interesting. Either copy or tear the page out of magazines to put in the journal.

Projects will change each time this course is offered depending on client needs. But projects and requirements such as the following should be expected.

Project 1 - Bradley Street Gallery and Cafe

Bradley Street Gallery is creating a Valentines Day print ad for gift baskets containing wine and chocolates. After meeting with the client to discuss preliminary ideas, you must make an image using the items they dictate. They will choose the image(s) they prefer from the entire class and it will be published in their ad.

Minimum resolution 330 dpi
Minimum output size 9x12"
Color

Project 2— Editorial Illustration

You have received a request from a the Public Relations office at a regional hospital to produce an editorial illustration for there monthly magazine on health related issues. The article is about "Prometa" which is being promoted by Terren Peizer, a former junk bond salesman. The treatment seems miraculous but may be too good to be true. Do research on Prometa and the issues surrounding it.

Produce one editorial image for use on the magazine cover
Minimum resolution 330 dpi
Minimum output size 9x12"
Color

Produce two related images to be used in copy
Minimum resolution 330 dpi
Minimum output size 4x5"
Black and white

Project 3— Climate of Conservation

You will team up with a graphic design major to produce a series of three 11x17" posters to promote the on-campus campaign to increase awareness about conservation of water, recyclables, wood products and electricity. With your partner you must research issues surrounding conservation that could aid in producing the imagery and layout of these pieces. You must create:

A logotype for the phrase *Climate of Conservation*
Based on research - informational text from 50 to 100 words per poster
Images that illustrate and reinforce the text.
Minimum resolution 330 dpi
Minimum output size 8x10"
Black and white or color

Project 4— Rome Street Gallery and Art Supply

Rome Street Gallery is producing a print ad to be distributed by the Carrollton Chamber of Commerce. Using art supplies that you choose from the store, make a creative image that will promote their business. Client will choose successful image to use for ad.

Minimum resolution 330 dpi
Minimum output size 9x12"
Color or black and white

Reading Assignments
Spring Semester

Jan 9
Jan 11

Jan 14
Jan 16
Jan 18

Jan 21
Jan 23
Jan 25

Jan 28
Jan 30
Feb 1

Feb 4
Feb 6
Feb 8

Feb 11
Feb 13
Feb 15

Feb 18
Feb 20
Feb 22

Feb 25
Feb 27
Feb 29

Mar 3
Mar 5
Mar 7

Mar 10
Mar 12
Mar 14 no class

Mar 17 spring break
Mar 19 spring break
Mar 21 spring break

Mar 24
Mar 26
Mar 28

Mar 31
Apr 2
Apr 4

Apr 7
Apr 9
Apr 11

Apr 14
Apr 16
Apr 18

Apr 21
Apr 23
Apr 25

April 28 last day class
May 2 Final Critique 2-4 pm

Course Update Request (Add, Delete, Modify)

Originator		
Art College	College of Arts and Sciences Department	Crean-Wojcik, Ellis Originator

Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	Modifications <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
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Course Details					
ART	4998	Senior Capstone Experience I			
Prefix	Number	Course Title			
See Attachment.					
Course Catalog Description					
1	0	1	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites Satisfactory Jr. Portfolio Review	Corequisites
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Rationale See Application and Review Proposal document.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 20	Comments <input type="checkbox"/> TEAC Approval Required
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College Approvals
Shunn, Kevin [APPROVED]
Chair, Course Department
Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross-Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee
N/A
Chair, TEAC

FINAL-APPROVAL
Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

Senior Capstone Experience I

Instructor of Record:

Office(s):

Phone: 678.839.

Email: @westga.edu

Suggested Texts:

The Art of Writing About Art, by S. Hudson & N. Noonan-Morrissey or A Short Guide to Writing About Art, by Sylvan Barnet

Meetings: TBA & by appointment, approximately 5 per semester, as a group & individually with your selected faculty jurors.

Pre-requisite: Satisfactory approval from the Junior Review

Course Description

Research and study within a studio concentration that culminates in the public presentation of the senior exhibition (ART 4899: Senior Capstone II). Students will be required to research this project and document its development prior to the presentation of the written capstone component. With the aid of their peers, advisors and faculty jurors' students will work through the articulation of their goals by active critiquing and self-assessment.

Course Objectives and Requirements:

1. Students will submit a written proposal of the project(s) to be done
2. .Students will continue to execute a body of work related to the proposal.
3. Students will participate in critiques with their peers, advisors and faculty jurors.
4. Students will re-evaluate their proposals and reflect on their progress.
5. Students will continue to re-define and hone their technical and conceptual studio abilities.

Outcomes

Students will be able to:

1. Articulate their motivations for creating art.
2. Demonstrate a historical perspective and articulate artistic influences.
3. Utilize their medium(s) effectively to achieve a satisfactory level of communicative and/or aesthetic results.

4. Prepare a critical analysis of their art or design work.
5. Prepare a formal analysis of their art or design work.
6. Demonstrate critical understanding of their works and the creative process in relation to traditions intrinsic to their chosen studio/design area and in relation to contemporary concerns in art.

Outcome Assessment

Group and individual critiques will be held to review the student's progress. Scheduled meetings with the faculty jury will evaluate the progress of their projects with regard to *quality, scope and relevance*. The class will be structured as a combination of discussions, critiques, presentations and demonstrations but its primary function will be to maintain the momentum of each student toward their defined goals.

The BA/BFA Senior Exhibition signifies the culmination of your academic career at the University of West Georgia.

II. THESIS PAPER: CONTENT REQUIREMENTS

Present an historical framework for the type of work you are creating. (For example, if you consider yourself primarily to be a printmaker, you would begin by briefly writing about the early history of printmaking with a focus on a specific method [or methods] that have influenced you or that you have adopted. Include a time period or movement and include the printmakers & artists by whose work you have been compelled and by whom you have felt a connection, and the ways in which your own work might present parallels to theirs.)

Discuss your current work and how you have arrived at this stage of creation and production in your work. You may describe past projects that represent stages of the process that has led to your current work. Formally describe the final work for the senior exhibition. Contextualize each piece and explain each work's affinity to the others or overall sense of dialogue; where applicable.

Explain your technical processes if that is necessary or beneficial to promote understanding of the development of each work. It might be especially helpful to include descriptions of problems overcome and mistakes made which were part of the creative and learning process.

Finally, present a projection into the future of your creative direction -- how and where will you continue producing your work, do you plan to move onto graduate school, if so what school or type of program and why? Will you look for employment in a specific industry; if so what type of companies interest you and why? Are there any specific skills that you would like to develop in relation to your artistic production?

Present your final research to the class.

Course Update Request (Add, Delete, Modify)

Originator

Art College	College of Arts and Sciences Department	Crean-Wojcik, Ellis Originator
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Action

 Add Modify Delete

Modifications

 Prerequisites Description Title Credit See Comments

Course Details

ART	4999	Senior Capstone Experience II
Prefix	Number	Course Title

See Attachment.

Course Catalog Description

2	2	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Effective Term	Frequency	Grading

Prerequisites

Art 4998 minimum grade C

Corequisites

Rationale

See Application and Review proposal.

Planning Info

 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments

 TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Senior Capstone Experience II

Instructor of Record:

Office(s):

Phone: 678.839.

Email: @westga.edu

Suggested Texts:

The Art of Writing About Art, by S. Hudson & N. Noonan-Morrissey or A Short Guide to Writing About Art, by Sylvan Barnet

Meetings: TBA & by appointment, approximately 5 per semester, as a group & individually with your selected faculty jurors.

Pre-requisite: Successful completion of ART 49XX.

Course Description

Continued research and advanced study within a studio/design concentration will culminate in the public presentation of the senior exhibition. Capstone Experience II will provide an opportunity to consolidate, expand, and refine the skills that are essential to your discipline. The preparation of an oral defense for this final body of work, their creative[*thesis*] visual project, will undergo the critical review of an Art Faculty Committee prior to its public presentation in the Senior Fine Arts Exhibition. Additionally, the completion of the written component of the creative visual project, begun in *ART 49XX, Capstone Experience I*, will describe in full the processes and the outcomes of the senior research.

Course Objectives and Requirements

1. Students will obtain the skills necessary to defend and present their work to a professional audience.
2. Students will place themselves within the framework of contemporary art experiences.
3. Students will complete the written thesis component of the Capstone Experience II, prior to their Senior Exhibition.
4. Students will further consider the historical perspective of their work including artistic influences through their research and art making.
5. Students will market themselves effectively & professionally with regard to the Senior Exhibition.
6. Students will exhibit their work in a professional manner.

Outcomes

1. Students will satisfactorily pass the oral examination.

2. The thesis project will be completed and approved by the faculty committee and department chair.
3. Students will have mounted a professional and cohesive exhibition.
4. The student's documentation of their current portfolio, artist statement and resume will be available for the consideration of graduate school or other professional inquiries.
5. Students will begin to identify the direction to which their art will take them upon graduation.

Outcome Assessment

Group and individual critiques will be held to review the student's progress in writing and in the studio. Scheduled meetings with the faculty jury and the student's major advisor will evaluate the progress of their projects with regard to *quality, scope and relevance*. The class will be structured as a combination of discussions, critiques, presentations and demonstrations but its primary function will be to maintain the momentum of each student toward their defined goals.

The BA/BFA Senior Exhibition signifies the culmination of the academic career, for the art major, at the University of West Georgia.

Course Content

The major content of this course will be predetermined by the work initiated in Capstone Experience I. Faculty advisors will mentor and challenge students as they progress towards the completion of their goals.

Course or Program Addition, Deletion or Modification Request

Department: Mathematics College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

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

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

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

2009 MAR 11 AM 11:07

RECEIVED
VPAA

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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


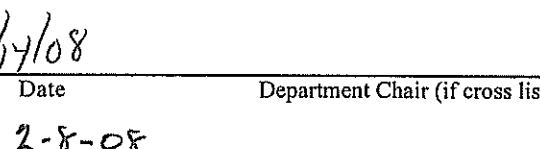
New State-Mandated Introductory Courses and Technology Requirements Lead an increase from 120 to 126 credits hours. (EDUC2120 (3) and MEDT 3401 (3))

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	
Department Chair	Department Chair (if cross listed)
Date	Date
<u>2-8-08</u>	<u> </u>
Dean of College	Dean of College (if cross listed)
Date	Date
<u> </u>	<u> </u>
Chair of TEAC (if teacher prep program)	Date
<u> </u>	<u> </u>

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

	
Chair, Undergraduate Academic Programs Committee	Chair, Committee on Graduate Studies
Date	Date
<u>3/3/09</u>	<u> </u>

Vice President for Academic Affairs Date

**Course Requirements for the B.S. Degree In Mathematics
Plan F (Secondary Education Option)
2007-2008**

Course	Hours	Grade
ENGL 1101	3	
ENGL 1102	3	
Core Area B 1 (See Catalog)	3	
Core Area B elective (See Catalog)	1	
XIDS 2100 or equivalent	3	
Core Area C elective (See Catalog)	3	
POLS 1101	3	
HIST 1111, 1112	3	
HIST 2111 or 2112	3	
Core Area E elective	4	
2 Science Classes	4	
	4	
CS 1300	4	
MATH 1113	4	
MATH 1634	4	
MATH 2009	1	
MATH 2644	4	
MATH 2654	4	
MATH 2853	3	
MATH 3003	3	
MATH 3063	3	
MATH 3243	3	
MATH 3413	3	
MATH 4043	3	
MATH 4233	3	
MATH 4983	1	
MATH elective *	3	
MATH elective *	3	
EDUC 2110	3	
EDUC 2120	3	
EDUC 2130	3	
CEPD 4101	3	
SPED 3715	3	
SEED 4240	4	
SEED 4271	3	
SEED 4286	9	
SEED 4289	3	
MEDT 3401	1	
Electives	5	

* Must have prefix MATH and be at or above the 3000-level (excluding service courses for elementary education).



F. Secondary Education track

- CORE Areas A – E
 - 24 hours
- CORE Area F – 18 hours consisting of:
 - MATH 1113 Precalculus (1 hour)
 - MATH 1634 Calculus I (1 hour)
 - MATH 2009 Sophomore Seminar (1 hour)
 - MATH 2644 Calculus II (4 hours)
 - MATH 2654 Calculus III (4 hours)
 - MATH 2853 Elementary Linear Algebra (3 hours)
 - CS 1300 Introduction to Computer Science (4 hours)
- MAJOR REQUIREMENTS (Math B.S.)
 - MATH 3003 Transition to Advanced Mathematics (3 hours)
 - MATH 3243 Advanced Calculus (3 hours)
 - MATH 4983 Senior Project (1 hour)
- MAJOR REQUIREMENTS (Track Specific)
 - MATH 3063 Applied Statistics (3 hours)
 - MATH 3413 Survey of Modern Algebra (3 hours)
 - MATH 4043 Number Theory (3 hours)
 - MATH 4233 College Geometry (3 hours)

Two more courses at or above the 3000-level (excluding service courses for elementary education).

TOTAL (Track Specific): 25 hours

- CERTIFICATION REQUIREMENTS
 - SEED 2271 Introduction to Secondary Education(3 hours)
 - CEPD 2102 Developmental Psychology (2 hours)
 - CEPD 4101 Educational Psychology (3 hours)
 - SPED 2706 Introduction to Special Education (3 hours)
 - SEED 4240 Instructional Strategies for Sec. Mathematics (4 hours)
 - SEED 4271 Curr. in the Secondary School (3 hours)
 - SEED 4286 Teaching Internship (9 hours)
 - SEED 4289 Teaching Internship Seminar (3 hours)

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Psychology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

2009 MAR 10 PM 3: 21

Prefix Course Title Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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

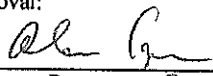

On p. 351, it is stated: "At the very least, students must declare the major in Psychology at the mid-point of the semester prior to the semester of graduation." In accordance with a new departmental RPG initiative, we wish to change this wording to: "Students must declare the major in Psychology prior to attempting 90 credit hours."

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

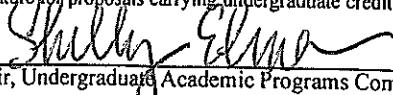
Grading System: Letter Grade Pass/Fail Other

Approval:

	1-7-09		
Department Chair	Date	Department Chair (if cross listed)	Date
	1/22/09		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

	3/3/09	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Psychology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

JAN 23 2009

Prefix	Course	Title	Hours: Lecture/Lab/Total	Frequency	
Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description <input type="checkbox"/> Other			Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained		<input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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

On p. 352, it is stated next to "Electives": "(6 hours must be at 3000/4000 level)." This statement about upper level courses is simply not true and should be removed.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)

*For a new course, one full term must pass between approval and effective date.

Effective Date*: Spring /2009

Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Ala Page 1-7-09
 Department Chair Date
[Signature] Department Chair (if cross listed) Date
[Signature] 1/22/09
 Dean of College Date
 Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

Shelley Elmer 3/3/09
 Chair, Undergraduate Academic Programs Committee Date
 Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

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Course or Program Addition, Deletion or Modification Request

Department: Management College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix Course Title BS. ED Business Education Hours: Lecture/Lab/Total

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

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

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

RECEIVED
 VP/BA
 2009 MAR 11 AM 11:00

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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



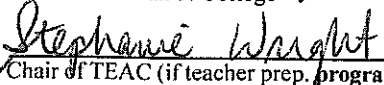
See Attached Rationale

Prerequisite(s) _____

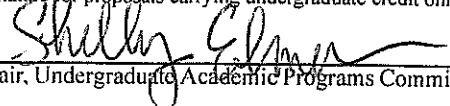
Present or Projected Enrollment: (Students per year) Effective Date*: Spring / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	11/4/08		
Department Chair	Date	Department Chair (if cross listed)	Date
	11-29-08		
Dean of College	Date	Dean of College (if cross listed)	Date
	1/5/09		
Chair of TEAC (if teacher prep. program)	Date		

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

	3/3/09		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Name: _____

Student ID #: _____

Student's Signature: _____

E-mail Address: _____

Home Phone: _____

GACE Basic Skills: _____ GACE Content: _____

Date: _____

DEGREE REQUIREMENTS	Credit Hrs.	Taken Or in Progress	Grade
CORE CURRICULUM			
A. ESSENTIAL SKILLS			
ENGL 1101	3		
ENGL 1102	3		
MATH 1111	3		
B. INSTITUTIONAL PRIORITIES			
ORAL COMM.(COMM 1110 Recommended) or XIDS 1004 or THEA 2050	3		
Institutional Elective	2		
C. HUMANITIES			
Fine Arts (THEA 1100 recommended)	3		
Humanities (PHIL 2100 or COMM 1154 recommended)	3		
D. SCIENCES, MATH, & TECH			
LAB SCI	4		
NON-LAB SCI	3		
MATH 1413	3		
E. SOCIAL SCIENCES			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective	3		

- ① Attain a minimum overall grade point average of 2.0 in major specific courses (Area F), Business core courses, and pass GACE Basic Skills or provide exemption exam score.
- ② Attain a 2.5 in courses required for certification. Students must have a minimum GPA of 2.7 for admission to Teacher Education.
- ③ Attain a 2.5 in major courses (2.0 or higher required in each course). No more than one "D" is accepted in courses listed to satisfy major field requirements.

*ABED 4117 has been approved by the College of Education to meet the PSC Special Technology Requirement (STR) and must be taken at UWG.

Admission to Teacher Education is a prerequisite for ABED 4507, 4537, 4586, 4589, CEPD 4101, and SPED 3715.

DEGREE REQUIREMENTS	Credit Hrs.	Taken Or in Progress	Grade
F. MAJOR SPECIFIC COURSES ①			
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
◆ COURSES REQUIRED FOR CERTIFICATION ②			
CEPD 4101-TE	3		
EDUC 2110 – 2.5 GPA	3		
EDUC 2120 – 2.5 GPA	3		
EDUC 2130 – 2.5 GPA	3		
SPED 3715 – 2.5 GPA-TE	3		
◆ BUSINESS CORE ①			
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
FINC 3511	3		
MGNT 3600	3		
MKTG 3803	3		
◆ MAJOR COURSES ③			
ABED 3104	3		
ABED 3160	3		
*ABED 4117	3		
ABED 4118	3		
ABED 4507 -TE	3		
ABED 4537 - TE	4		
ABED 4586 - TE	9		
ABED 4589 (Taken with 4586) -TE	3		
TOTAL PROGRAM	124		
PHYSICAL EDUCATION			
3 PWLAS	3		
Total			127

Revised: 11/03/08 AN/ST

Current

University of West Georgia

Business Education

Bachelor of Science in Ed.

Name _____

Requirements Met _____

2007-2009

U.S. & GA Hist. _____ U.S. & GA Const. _____

ID#: _____

Regents' Exam _____ Phy. Educ. _____

Semester Course & Number	Credit Hrs.	Hrs	Comp
CORE CURRICULUM			
A. ESSENTIAL SKILLS			
ENGL 1101	3		
ENGL 1102	3		
MATH (MATH 1111 Recommended)	3		
B. INSTITUTIONAL PRIORITIES			
ORAL COMM. (COMM 1110 Recommended) or XIDS 1004 or THEA 2050	3		
Humanities Elective	2		
C. HUMANITIES			
XIDS 2100 or ART 1201, 2201, 2202, or MUSC 1100, 1120, or THEA 1100	3		
Humanities Elective	3		
D. SCIENCES, MATH, & TECH			
LAB SCI	4		
NON-LAB SCI	3		
MATH, SCIENCE, QUAN. TECH. (MATH 1413 Recommended)	3		
E. SOCIAL SCIENCES			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Social Science Elective (ECON 2105 Recommended)	3		
<p>1) Attain a minimum overall grade point average of 2.0 for graduation. Student must have a minimum GPA of 2.7 for admission to the Teacher Education Program.</p> <p>2) Attain a minimum of 2.0 for the business junior core and Area F. Attain a minimum of 2.0 for the major field requirements. No more than one "D" is accepted in courses presented to satisfy major field requirements.</p> <p>Note: Two-year transfers without CISM 2201 are exempt from this requirement for this degree only</p>			
Date Evaluated		Evaluator	
Transfer Credits			
Hours Remaining			
Hours Completed			

Semester Course & No.	Credit Hrs.	Hrs	Comp
F. MAJOR SPECIFIC COURSES			
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	0-3		
ECON 2106	3		
◆ COURSES REQUIRED FOR CERTIFICATION			
CEPD 2102 – 2.5 GPA required	2		
SEED 2271 – 2.5 GPA required	3		
SPED 2706 – 2.5 GPA required	3		
◆ BUSINESS CORE			
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MKTG 3803	3		
◆ MAJOR COURSES			
ABED 3104	3		
ABED 3106 or ABED 4118	3		
ABED 3160 – Fall term only	3		
ABED 4117 – Fall term only	3		
ABED 4507 – Fall term only -TE	3		
ABED 4537 – Spring only - TE	4		
ABED 4586 - TE	9		
SUPPORTING COURSES			
ABED 4589 (Taken with 4586) TE	3		
BUSA 2106	0-3		
CEPD 4101 – TE	3		
CISM 2201	3		
TOTAL PROF. ED.	60		
TOTAL CORE	60		
TOTAL PROGRAM	120		
PHYSICAL EDUCATION			
3 PWLAS	3		

TE: Admission to Teacher Education required: GACE I or exemption scores and at least a 2.7 overall GPA.
 Last Updated: 3/2007

**BACHELOR OF SCIENCE IN EDUCATION PROGRAM SHEET
BUSINESS EDUCATION**

INSTITUTIONAL PRIORITIES CHANGE

Rationale

Name change from Humanities Elective to Institutional Elective.

HUMANITIES NAME ADDITION

Rationale

Add Fine Arts title for course options and delete specific course listings. Retain THEA 100 recommendation.

HUMANITIES NAME ADDITION

Rationale

Add Humanities title for course options. Retain PHIL 2100 or COMM 1154 recommendations.

SOCIAL SCIENCES ELECTIVE CHANGE

Rationale

Provide for student selection of a social science elective based on degree requirements.

ECON 2105 REQUIREMENT CHANGE

Rationale

Move ECON 2105 to the Major Specific Courses required to prepare ABED students for the 2007 Georgia Performance Standards (GPS) curriculum and for added certification through the Professional Standards Commission (PSC). The Major Specific Courses in Section F must include 18 hours of study.

CEPD 2102 NAME/NUMBER CHANGE

Rationale

Course name and number has been changed by the Board of Regents and the PSC for teaching certification. EDUC 2130 replaces CEPD 2102.

SEED 2271 NAME/NUMBER CHANGE

Rationale

Course name and number has been changed by the Board of Regents and the PSC for teaching certification. EDUC 2110 replaces SEED 2271.

SPED 2706 NAME/NUMBER/ADDITION CHANGE

Rationale

Course name and number has been changed by the Board of Regents and the PSC for teaching certification. EDUC 2120 (replaces SPED 2706) is a new course which has been added to the F Block sequence for students seeking certification as middle/secondary teachers.

SPED 2706 NAME/NUMBER CHANGE

Rationale

This course name and number has been changed by the Board of Regents to SPED 3715, **The Inclusive Classroom: Differentiating Instruction**, a required course for certification. SPED 3715 replaces SPED 2706.

ECON 3406 DELETION

Rationale

Delete ECON 3406 based on adding ECON 2105 as a requirement to prepare ABED students for the 2007 Georgia Performance Standards curriculum and for added certification through the PSC.

ABED 3106 INTEGRATION

Rationale

Content from this course has been integrated into ABED 4118, **Web Page Design**, based on the new 2007 Georgia Performance Standards curriculum.

ABED 4117 REQUIREMENT CHANGE

Rationale

Content from this course has been revised and approved by the College of Education to meet the PSC Special Technology Requirement to prepare ABED students with the skills and content preparation for GPS course alignment, teaching at the secondary level, and applications to complete higher-level ABED courses. ABED 4117 must be taken at the University of West Georgia to meet the PSC certification requirements.

ABED 4118 REQUIREMENT CHANGE

Rationale

By requiring a **Web Page Design** course, ABED majors will develop updated skills now required by the new 2007 Georgia Performance Standards curriculum. Students will acquire specific, advanced content preparation for GPS course alignment, teaching at the secondary level, and applications to complete higher-level ABED courses. Content from ABED 3106 will be integrated into the course.

TOTAL PROGRAM HOURS INCREASE

Rationale

Total program hours increased based on the Board of Regents requirement to add a new course, **EDUC 2120 (3 hours)**, for teacher certification; **CEPD 4101** course hours increased to (3 hours) based on the College of Education requirements.

Addendum III

Suggested Revisions for the University's Student Evaluation Instrument

Submitted by the AP and P Sub-Committee to Revise the SEI

QUANTITATIVE SECTION (for measurement, this section will make use of the current Likert Scale)

Student-Centered Questions

1. I correctly utilized all required course texts and materials.
2. I regularly attended class.
3. I was punctual.
4. I was well-prepared for class.
5. I avidly participated in all class activities.
6. If/When I struggled with course material, I sought help from the professor or from resources provided to me.
7. This course challenged my intellect.

Discipline-Centered Questions

1. Class discussions and/or activities helped me to understand the subject matter.
2. Course assignments helped me to understand the subject matter.
3. Course content was presented effectively.
4. Required course texts and/or materials helped me to understand the subject matter.
5. Test content was representative of assigned material.
6. Tests and/or assignments required problem solving, critical thinking, and/or creative thought.

Instructor-Centered Questions

1. The instructor demonstrates knowledge of his/her discipline.
2. The instructor clearly explains course expectations.
3. The instructor clearly explains how students will be evaluated.
4. The instructor evaluates and returns tests and assignments in a reasonable period of time.
5. The instructor presents material in an organized manner.
6. The instructor communicates effectively.
7. The instructor demonstrates respect for students.
8. The instructor is receptive and responsive to the sharing of ideas during class discussions.
9. The instructor offers and is available for individual assistance.

QUALITATIVE SECTION (questions to be placed on the back for student exposition)

1. What are the most important things you learned in this course?
2. How will you use the knowledge you gained in future classes and/or in your chosen profession?
3. Explain any positive changes you would like to see made to this course.
4. Comment specifically on the value of texts, class materials, assignments, and class activities.
5. Comment on the evaluation methods utilized—fairness, difficulty, ease, etc.
6. Comment on the instructor's overall effectiveness as a teacher in his/her discipline.

Addendum IV

Suggestions for Additional Questions to be Asked of Students Who Matriculate in Online Courses

Submitted by Cheryl O'Meara Brown, member of the AP and P Sub-Committee to Revise the SEI

These are questions that I would hate NOT to get the answers to at the end of the semester.

They are helpful to me when revising online courses from semester to semester.

The deadlines for the assignments, quizzes, etc. were fair.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The instructor responded to my questions in a reasonable period of time.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The instructor conducted this class in an organized way.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The quizzes helped me learn the material.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The quizzes helped to prepare me for the exams.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The assignments helped me learn the material.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The assignments helped to prepare me for the exams.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The discussions helped me learn the material.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The discussions helped to prepare me for the exams.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

The exams helped to reinforce what I learned via the reading assignments and other assignments (such as quizzes, discussions, etc.).

Agree Somewhat Agree Neutral Somewhat Disagree Disagree Strongly Disagree Not Applicable

Do you think you learned more, less, or the same in this course as you would have in the traditional (in-class) course?

- Learned more
- Learned less
- Learned the same

Addendum V

Faculty Research Grants

First Name	Amount Awarded
Lynn Anderson	\$1,500.00
Susan Ashford	\$1,000.00
Heidi Banford	\$1,500.00
Christopher Berg	\$1,500.00
Keith Bohannon	\$800.00
Stanley Caress	\$810.00
John Carter	\$795.00
Chad Davidson	\$1,500.00
Michael de Nie	\$1,500.00
Jeannette Diaz-	\$1,500.00
Gregory Dixon	\$1,000.00
Janet Donohoe	\$1,060.00
Patrick Erben	\$1,000.00
Thomas Foster	\$1,500.00
Megumi Fujita	\$1,500.00
Anne Gaquere-Parker	\$1,100.00
Victoria Geisler	\$1,000.00
Jonathan Goldstein	\$1,500.00
Joey Hannaford	\$1,500.00
John Hansen	\$1,500.00
Rebecca Harrison	\$1,500.00
Javier Hasbun	\$750.00
Curtis Hollabaugh	\$1,500.00
Aleksondra Hultquist	\$1,500.00
Jessica Bucholz	\$1,076.40
William Kenyon	\$1,000.00
Farooq Khan	\$1,500.00
Perry Kirk	\$500.00
Leos Kral	\$1,500.00
Andrew Leavitt	\$1,500.00
Charles Lipp	\$1,500.00
Soo Jung Moo	\$1,500.00
Neema Noori	\$1,500.00
Anja Remshagen	\$750.00
Gary Schmidt	\$1,500.00
Timothy Schroer	\$508.60
Michelle Scott	\$880.00
Spencer Slattery	\$1,470.00
Christopher Tabit	\$1,500.00
Gary Van Valen	\$ 1,500.00

Addendum VI

I. MOTOR VEHICLE REGISTRATION

All faculty, staff and current enrolled students who park on campus are required to register with Parking Services and must display a current decal/~~permit~~ hangtag. Failure to register a vehicle will result in a citation being issued.

Note: Students employed under federal student work program or as a student assistant or graduate assistantships are not permitted to register their vehicles as Faculty/Staff. Student workers are NOT allowed to park in Faculty/Staff until after 5:00 p.m.

Registration Procedure

1. Vehicles can be registered in Parking Services, Row Hall, on weekdays between the hours of 7:30 a.m. and ~~5:00~~ 4:30p.m. For the purpose of this code, a golf cart or similar vehicle may not be registered as a personal vehicle to meet the requirements of this code. Parking Services may grant, on a case by case basis, permission to register and use a golf cart for students and employees with mobility impairments.
2. You must come by Parking Services in Row Hall to obtain your parking hangtag if you intend to drive a vehicle on campus. Failure to do so will result in ticketing for a non-registered vehicle. Upon vehicle registration, you will be issued a parking hangtag, which must be suspended from the drivers mirror anytime the vehicle is parked on campus. If no mirror is available, the hangtag shall be placed on the driver's side dash, face up. ~~If hanging, it~~ The hangtag must face outward from the vehicle and be totally unobstructed. ~~so that the parking zone and number can be read from the street.~~ The hangtag may be used on any vehicle you bring onto campus. All citations are issued to the hangtag rather than the vehicle.
3. All students have the first five (5) class days after the beginning of fall semester to register their vehicles. ~~with no non-registered citations.~~ After fall semester, only new students will be granted the 5 day grace period. Courtesy Warning tickets will be issued the first 5 class days of each semester for non-registered vehicles and failure to display hangtag. Vehicles will still be cited for violations of State Law and for disregarding parking zone signs such as faculty/staff, reserved, etc. Employees must obtain their hangtag immediately following orientation.
4. The person registering a ~~motor~~ vehicle and obtaining a hangtag is responsible for all parking violations incurred by that vehicle/hangtag. This is regardless of who is operating the vehicle or who the State registered owner of the vehicle is.
5. Registration Fees:
A student parking/transportation fee is included with class registration fees. ~~You must come by Parking Services in Row Hall to obtain your parking hangtag. Failure to do so will result in ticketing for a non-registered vehicle.~~ Students are limited to only one hangtag per academic year.
 - a. Faculty/Staff & ARAMARK employees are limited to one hangtag per year - \$15.00
 - b. Replacement for lost hangtag \$25.00
 - c. No Refunds

Full time Faculty/Staff will be issued a gate access card upon request. This card is not to be LOANED to students or visitors. The card must be returned to Parking Services in the event that the employee is terminated or retires. The replacement cost for a lost or stolen gate access card is \$10.00.

6. Faculty/Staff & Aramark ~~vehicles~~ employees ~~cannot be registered~~ receive a hangtag for a new academic year UNLESS all outstanding fines are paid.

7. Faculty/staff may only purchase one hangtag per academic year. Spouses and dependants must register their vehicles as students if enrolled.

Temporary Parking Permits

If a vehicle that is normally driven to campus is unavailable, the hangtag must be removed and placed in the borrowed or rented vehicle. If you fail to transfer the hangtag call Parking Services at 678-839-6629 and advise the staff the vehicle will be on campus without the hangtag. After business hours, call 678-839-6629 and follow instructions on the Parking Services voice mail. Citations for non-registered vehicles parked in their correct zone during after-hours will be excused if a message is left for Parking Services.

After Hours Registration

All night students and those registered primarily as on-line students who pay no fee, must register their vehicle. ~~Night~~ Students who cannot come to Parking Services during regular office hours must go to the University Police Dispatch Center (Ground floor of Aycock Hall - open 24/7/365). Registration forms are located in the lobby and must be filled out and placed in the lock box. The registration will be processed and your hangtag will be mailed to the address on your application the following day.

II. VISITORS

Visitors should contact Parking Services before or upon arrival on campus to register for a Visitor's Parking Permit. Visitors are allowed to park in any area designated for faculty, staff or student parking. Visitors are not allowed to park in any area that is signed tow away zone, reserved or restricted parking spaces, red or yellow curbs. If a citation is received, follow instructions printed on the citation.

III. PARKING REGULATIONS

- A. Motorcycles must park in a parking space the same as a vehicle. Motorcycles are prohibited from driving on sidewalks or around parking control gates. Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone. A special decal will be issued for motorcycles.
- B. The Parking Code is in effect 24 hours a day, 7 days a week unless otherwise noted.
- C. Overnight or extended parking of campers, vans, buses, etc., utilized as living and sleeping quarters within the college boundaries, is not permitted unless approved by the Director of Auxiliary Services.
- D. Vehicles can pull through a parking space in all lots. Parking against the flow of traffic on the street is prohibited.
- E. Parking meter hours of operation are from 7:00 a.m. - 5:00 p.m., Monday - Friday and are available to anyone. However, hangtags must still be displayed for current enrolled students and Faculty/Staff. Meters accept nickels, dimes and quarters only. Time is purchased at the rate of ten cents for ten minutes. Maximum number of minutes which can be purchased is 30, regardless of the amount of coins inserted. Citations can be issued twice a day if a vehicle is not moved from a metered space within a four hour period.
- F. If a vehicle becomes inoperable in an area other than your-an-authorized parking area, the operator should notify Parking Services of the situation as soon as possible and the approximate length of time before the vehicle will be moved. The owner is liable for all parking citations issued before Parking Services is notified. Time limit for inoperable vehicles on campus is 48 hours. After 48 hours, vehicle will be towed from campus at the owner's expense.
- G. Special parking permissions can be granted for short periods of time for loading and unloading by calling

Parking Services. The maximum length of this time is 15 minutes.

- H. Police and/or service vehicles may stop, ~~stand~~, or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not, however, be left unattended blocking a fire hydrant or traffic flow.
- I. Parking at or near the ~~baseball~~ athletic or intramural fields is at your own risk. Warning signs are posted.

IV. HANDICAPPED PERSONS

Handicapped persons, either temporary or permanent, and having a vehicle properly registered must obtain a Handicapped Parking Permit from Parking Services. Handicapped persons are allowed to park in faculty/staff spaces if handicapped spaces are filled. They may not park in metered spaces without paying, or in service vehicle space, reserved space, or in any area that is restricted by UWG signage or state law. While parked on campus, the vehicle must display a current UWG handicap registration as well as ~~the State of Georgia~~ any state issued handicap permit, or display a ~~State of Georgia~~ state issued Disabled Persons license plate.

Temporary handicapped permits may be issued once per semester, for a maximum of thirty (30) days. The driver must present, to Parking Services, a doctor's statement on letterhead, with original signature describing the illness or injury with an ending date as to how long the permit is needed. The permit will be displayed (in clear view) on the front dash of the driver's side of the vehicle. If a permit is needed for a longer period, the individual must obtain an official State of Georgia issued temporary permit from the Department of Motor Vehicles.

For permanently handicapped persons, a special decal is ~~available~~ required from Parking Services, which will be affixed to the drivers UWG hangtag.

Temporarily handicapped persons will be issued a parking gate card for the duration of their disability. The card must be returned on the expiration date of their temporary permit. Failure to return the card will result in a \$10.00 charge and a hold placed on their banner account. The cards issued to permanently disabled students need not be returned until classes are no longer being taken.

Individuals are reminded that under Official Code of Georgia section 40-6-226, it is illegal to obtain, alter, or utilize a state issued disabled permit for fraudulent means. Violators will be cited and towed.

V. IMPOUNDMENT

- A. Motor vehicles in violation of the following articles (C, D1-6) of ~~the University of West Georgia Parking~~ this Code may be impounded at owner's expense. The vehicle operator/owner is responsible for any wrecker fees and, if applicable, any storage fees except where noted.
- B. A release form must be obtained in order to regain possession of an impounded vehicle. The form may be obtained from Parking Services from 7:30 a.m. to 5:00 p.m. or the University Police Dispatch Office, Aycock Hall, from 5 p.m. until 7:30 a.m.
- C. Non-Registered vehicles having three (3) or more unpaid parking tickets are subject to being impounded.
- D. Vehicles may be impounded for any of the following reasons:
 - 1. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.

2. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, unauthorized parking in a handicapped zone, or blocking a handicapped ramp or curb cut, or on the grass.
3. Vehicles may be removed in case of emergency or interest of public safety. University will be responsible for the cost of such towing.
4. When a vehicle is presumed to be abandoned, or in a visible state of disrepair and the owner cannot be contacted, it will be towed after 48 hours.
5. Service spaces which are limited to use by the Department of Facilities and Grounds, contractors, and service personnel only.
6. After 48 hours, inoperable vehicles will be towed from campus at the owner's expense.

VI. PARKING AREA COLOR CODING AND DESIGNATIONS

A. The following curb/surface color scheme, in addition to appropriate signs, shall designate parking on this campus. In the event of a conflict between a sign and a curb color, the sign will always take precedence.

1. **Yellow** - No parking zone - 24 hours.
2. **Red** - No parking anytime. Emergency lanes. Violators are subject to impoundment - 24 hours
3. **Green** - Faculty/staff parking.
4. **White** - Zoned student parking. See student zoned designation in VI.C.-1 through 4.
5. **Blue** - Handicapped zones only - 24 hours.
6. **Visitors** - Faculty, staff and students may not park in visitor spaces from 7:00 a.m. - 5:00 p.m. on class days, pre-registration, registration, fee payment, drop/add and during final examination periods.

B. Faculty/Staff parking is in effect from 7:00 a.m. to 5:00 p.m. (unless otherwise designated by signage) on class days and during final examination periods. **This is to include fee payment, reading , pre-registration, registration, and drop/add days.**

C. Student Zoned parking will either be in effect from 7:00 a.m. - 5: 00 p.m. or in effect 24 hours as outlined in this Parking Code or designated parking signs.

1. Student "E" permits only may park in the 24 hour restricted areas EAST of Brumbelow Road. These areas are designated by signs and include the residential areas of Gunn, Boykin, Downs and Bowdon Halls.
2. Student "W" permits only may park in the 24 hour restricted areas WEST of Brumbelow Road. These areas are designated by signs and include the residential areas of Watson, Strozier, and Tyus Halls, University Suites and Arbor View.
3. Student "S" permits only may park in restricted commuter lots. These lots are restricted for commuters from 7:00 AM - 5:00 P.M. After 5:00 P.M., any student zone hangtag may park in the commuter lots.
4. Student "G/V" permits only may park in the 24 hour restricted areas of Greek Housing.
5. Any ~~University of West Georgia~~-registered vehicle may park in all remaining lots and road spaces not designated by a zoned sign.
6. Any student moving from one residence hall or other zoned area to a different zoned area must get a replacement hangtag from Parking Services. There will be NO charge for a replacement hangtag PROVIDING the original hangtag is surrendered to Parking Services.
7. Residence Life Coordinators, Residence Directors, and Resident Assistants are issued a special decal to attach to their hangtag, which permits them to park in certain restricted parking spaces identified by signs.

These spaces are not to be "loaned" to ANYONE.

8. Loading/Unloading spaces are for residents only with a parking limit of 15 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.

VII. PARKING APPEALS (EFFECTIVE SPRING 2009)

A. Time Limit

All appeals must be made within ~~three (3)~~ five (5) business class days of the date of the citation. Failure to do so in the specified time will result in the automatic forfeiture of the right to appeal the parking citation.

B. Appeals Procedure

1. All appeals must be filed with the Office of Parking Services within five (5) business days of the date of the citation; failure to do so in the specified time will result in the automatic forfeiture of the right to appeal the citation.
2. All appeals must be submitted using the format illustrated on the Parking Services website:
<http://www.bf.westga.edu/Pubsafe/Parking/WebAppeals/>
3. REMEMBER: Students, Faculty, and Staff must include their campus email address on the appeal
4. Appeals may be submitted through the following
 - a. In-person submit to Parking Services office located at Row Hall
 Monday – Friday 8am – 4:30pm except holidays
 - b. online <http://www.bf.westga.edu/Pubsafe/Parking/WebAppeals/>
 - c. mail Parking Services –
 University of West Georgia
 1601 Maple Street
 Carrollton, Ga 30118
 - d. fax 678-839-5504
5. There is no hearing to attend. Therefore, any evidence or documentation must be submitted with the appeal. All evidence available is used in the decision.
6. Be clear in explaining your situation.
7. Notification of appeal decisions are made via an email sent to your campus email address
8. The following citations and or explanations that cannot be appealed and will be dismissed administratively by the appeals judge:
 - a. yellow curbs
 - b. fire lane,
 - c. fire hydrant
 - d. handicapped citations
 - e. failure to register vehicle
 - f. failure to display hangtag
 - g. unable to find a space
 - h. lack of knowledge of the regulations, e.g., new to campus or have not reviewed the regulations
 - i. other vehicles were parked improperly
 - j. only parking illegally for a short period of time
 - k. late to class or appointment
 - l. inability to pay the amount of the fine

m. meter violations

Appeal Judge

Appeals will be reviewed and a decision rendered by an administrative appeal judge appointed by the Vice President for Business and Finance. The appeal judge shall be empowered to render either of the following rulings on all appeals:

- The citation is upheld
- The citation is waived

The decision of the appeal judge will be forwarded to the citation holder via e-mail within five (5) business days.

Parking Appeals Committee

The appeal judge's decision of upholding a citation may be further appealed to the Parking Appeals Committee if the citation holder believes the appeal judge's ruling was in error. The citation holder has ~~(3)~~ five (5) business days from the date of the decision of the appeal judge to request, in writing, a review of the appeal judge's decision to the Parking Appeals Committee. The appeal must be filed with the Office of Parking Services. Parking Services will submit the appeal request along with the supporting documentation on file to the Appeal Committee. No new documentation may be submitted for consideration when filing this appeal.

The appeal judge reserves the right to forward any appeal directly to the Parking Appeals Committee for a final ruling.

The Parking Appeals Committee shall be empowered to render either of the following rulings on the decision rendered by the appeal judge:

- The ruling of the appeal judge is upheld and the appeal is denied
- The ruling of the appeal judge is waived and/or modified and the appeal is approved.

Within the constraints of BOR policy, the decisions of the Parking Appeals Committee are final.

- ~~1. Any persons desiring to appeal a citation must go to Parking Services to obtain and complete the appropriate form. The appeal form is also available on the Parking and Transportation web page at: <http://www/westga.edu/parking/>. All information requested is essential and missing information will automatically void the appeal from.~~
- ~~2. The individual must choose to make a written or oral appeal. All who file an appeal MUST come to Parking Services to obtain a decision on the appeal. Persons making oral appeals will be expected to appear before the Committee at the next meeting following notification of intent of appeal. Those who wish to make a SECOND appeal (in person) must notify Parking Services of their desire within 5 working days after the decision on the original appeal. Second appeals will only be heard when additional information is made available to the Committee that was not present with the first appeal. This will be the final appeal of the citation.~~
- ~~3. The following "reasons" will not be accepted by the Parking Appeals Committee as grounds for an initial appeal: Lack of knowledge of the Parking Code; lateness due to class or appointment conflict; and, inability to find a legal parking space.~~
- ~~4. Fire lane, fire hydrant and handicap citations cannot be appealed.~~

C. Parking Appeals Committee

The Committee will meet at a standardized time and place, to be announced during each semester, to consider written and personal appeals. The Committee is comprised of the Student Judicial Chairperson, 1 Faculty Member and 1 Staff Member (who are appointed by the Vice President of Academic Affairs). No member is affiliated with Parking Services. No member of the committee or the appeal judge will rule on or approve their own parking citation.

~~VIII. SHUTTLE BUS SERVICE~~

~~Shuttle buses are available to all students and Faculty/Staff. There are 5 routes: the BLUE and the RED, TLC Express, Tyus Express and the off campus apartment shuttle. The detailed bus schedules are posted in each bus stop shelter and can be viewed at <http://www.westga.edu/parking/>. All students are encouraged to ride the shuttle buses, and by doing so, the congestion in the problem areas will minimize.~~

~~For safety reasons, buses stop only at designated bus stops to pick up riders. There will be no ice cream, open drinks, or eating on the buses.~~

IX. SCHEDULE OF FINES AND PAYMENTS

Students will not be allowed to register for classes, go through drop/add or make any changes to class schedules, until all preceding and current semester parking fines are paid. If paying with coins, they must be properly wrapped.

The schedule of fines and payments is as follows:

Counterfeiting a hangtag with intent to defraud. Obtaining a hangtag by fraudulent means	\$100.00
Altering a hangtag or any Parking Services issued permanent or temporary permit	\$100.00
Obtaining a hangtag for an unauthorized person i.e., obtaining a faculty/staff hangtag for a spouse or dependant	\$100.00
Falsely registering a vehicle	\$100.00
Unauthorized parking in a handicap space or falsely using an official state issued handicap placard	\$100.00
Restricted Parking - includes: Parking at a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock or any other designated/signed tow-away zone	\$50.00
Faculty/Staff designated areas	\$35.00
Parking on yellow curb	\$35.00
Parking in restricted student zone areas	\$35.00
Littering on campus property	\$25.00
Parking meter violations	\$25.00
Non-registered vehicle	\$20.00
<u>Failure to display hangtag</u>	<u>\$20.00</u>
Parking on a sidewalk, lawn area, athletic field	\$35.00
Parking against the flow of traffic	\$25.00
Hangtag improperly displayed/obstructed from view	\$15.00
Double parking	\$10.00
Parking on or outside of white line	\$10.00

X. GOVERNING AUTHORITY

A. This University of West Georgia Parking Code has been adopted under the authority granted by the Board of Regents of the University System of Georgia, Regulation 711.0403.

B. Parking Services may institute operational policies and procedures to effectively administer the Parking Code.

If you have any questions or need additional information, call Parking Services at 678-839-6629 or visit our website at <http://westga.edu/parking>.

Rev: 1.20.09 JTM

Approved by GUM 1.26.08

Approved by Faculty Senate

Addendum VII

Institutional Studies and Planning (Senate Sub-Committee)

Purpose: to recommend policy concerning: university purposes and goals (to evaluate their degree of suitability and attainment); academic planning and growth, and campus development.

Membership specified by Policies and Procedures: Senate 3 (1 Arts and Sciences; 1 Business, 1 Education); Faculty 5 (3 Arts and Sciences, 1 Education, 1 Library); Administration 6; Students 2. Total membership 16.

Senate

Coleman, Angela 2011
Hazari, Sunil 2010 (Chair)
Hendricks, Randy 2009

Arts and Sciences

Fraser, Gregory 2009
Lee, Soho 2010
MacKinnon, Elaine 2009

Education

Shook, Alison 2009

Library

Rootes, Mary Jane 2010

Administration

Bopearatchy, Naveen 2009
Driver, Dale 2009
Johnson, Bobby 2009
Kolajo, Ebenezer 2009
Kral, Kathy 2009
Ledbetter, Lisa 2009

SGA

Carrillo, Judy 2009
Seachrist, John 2009

Ex-officio member (non-voting)

Snow, Brent 2009

ISP Purpose Regarding the New Strategic Plan

As reflected in the Senate bylaws, one of the major purposes of our committee involves the assessment of university purposes and goals to evaluate their degree of suitability and attainment. To that end, we will work as “pulse takers,” collaborators, and partners helping to ensure that the new strategic plan moves forward into implementation. At present, we see our role as threefold:

1. To review information about the strategic plan and its progress, as reported annually by each division of the university (Academic Affairs; Student Services; Business & Finance; and University Advancement). Note: It is not the intent of the Committee to request any written reports over and above those currently required within the divisions each year.

2. To study the plan closely and assess the degrees of correlation between its recommendations and the action items taken across campus.

3. To compile an annual ISP Committee Report that offers an evaluation of the progress of the plan, year by year, as it moves into implementation. This report will include any ISP committee recommendations for future actions, and will be disseminated to the President’s Advisory Committee and the Faculty Senate, as well as to other key stakeholders and collaborators, as deemed appropriate.

Addendum VIII

Course Update Request (Add, Delete, Modify)

Originator Political Science and Planning College	College of Arts and Sciences Department	Schaefer, Robert Originator
----------------------------------------------------------------	---------------------------------------------------	---------------------------------------

Action <input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	Modifications <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments
-----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Details						
POLS	6208	Scope of Public Policy				
Prefix	Number	Course Title				
An in-depth analysis of policy issues and the decision processes leading to the formulation of government policy, this course provides an examination of the effects of public policy on society as well as social factors that influence the creation and implementation of policy.						
Course Catalog Description						
3.00						
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

Prerequisites See hard copy catalog for pre-requisites.	Corequisites
-------------------------------------------------------------------	---------------------

Rationale This is not a suitable graduate course. It is currently taught in the undergraduate program as a 3000 level course. It is not taught at the graduate level and therefore removed from the Graduate catalog.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: _____	Comments See Rationale. <input type="checkbox"/> TEAC Approval Required
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

College Approvals
Schaefer, Robert [APPROVED]
Chair, Course Department
Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Clark, Charles [APPROVED]
Chair, Committee on Graduate Studies
N/A
Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator		
Political Science and Planning College	College of Arts and Sciences Department	Schaefer, Robert Originator

Action	Modifications
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments

Course Details						
POLS	6210	Politics of Government Change				
Prefix	Number	Course Title				
<p>Seminar examines the theoretical and practical implications of a new public management model frequently called "reinventing government". The course is designed to create an understanding of how "reinventing government" principles can be used to analyze and address management problems in large scale organizations.</p> <p>Course Catalog Description</p>						
3.00						
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

Prerequisites	Corequisites
See hard copy catalog for pre-requisites.	

Rationale
This course has never been taught and never will be taught. It should be removed from the Graduate catalog.

Planning-Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 0	See comments in the Rationale section. <input type="checkbox"/> TEAC Approval Required

College Approvals
Schaefer, Robert [APPROVED] <hr/> Chair, Course Department
Overfield, Denise [APPROVED] <hr/> Associate Dean, College of Arts and Sciences

Cross-Listing Approvals
N/A <hr/> Chair, Cross Listed Department
N/A <hr/> Associate Dean, Cross Listed College

Other Approvals
Clark, Charles [APPROVED] <hr/> Chair, Committee on Graduate Studies
N/A <hr/> Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [REQUIRED] <hr/> Chair, Faculty Senate

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Psychology College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions) 2009 FEB 25 AM 10: 20

Prefix Course Title n/a Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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



Current wording in catalogue: Courses 8000 to 8006 are prerequisites for subsequent 8000 level courses, p.94. Change to: "8000 level courses require permission of instructor if required doctoral courses have not been completed" Rationale: Courses are still required as was originally conceived in crafting Psy.D. but current wording and structure of program severely strains faculty resources during a time of economic contraction. This change does not compromise the core offerings but yet frees up faculty time.

Prerequisite(s) n/a-change in prerequisites

Present or Projected Enrollment: (Students per year) Effective Date*: / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

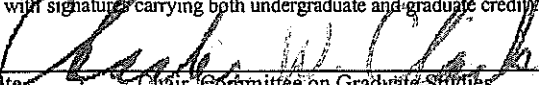
Grading System: Letter Grade Pass/Fail Other

Approval:

	2-20-09		
Department Chair	Date	Department Chair (if cross listed)	Date
	2/13/09		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

			2-17-09
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Course or Program Addition, Deletion or Modification Request

Department: PSYCHOLOGY

College: College of Arts & Sciences

RECEIVED

RECEIVED
VPAA

Current course catalog listing: (for modifications or deletions)

JAN 23 2009

Prefix Course Title 2009 FEB 24 AM 7:56 Hours: Lecture/Lab/Total

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

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

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

UNIVERSITY
OF WEST GEORGIA
GRADUATE SCHOOL

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

Library resources are adequate Library resources need enhancement

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

Change in wording for requirements for PsyD Program / /

Prefix Course Title Hours: Lecture/Lab/Total

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

On page 94 of the 2007-2008 Graduate Catalog, it reads:
"Earn 60 hours beyond the Masters degree"
that is incorrect. It was the intention of the faculty to say:
"Earn 60 hours in approved doctoral level courses."

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Spring / 2009
Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Ala Bone 11-24-08
Department Chair Date

Department Chair (if cross listed) Date

[Signature] 1/22/09
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date

[Signature] Date
Chair, Committee on Graduate Studies

Vice President for Academic Affairs Date

Date

Course or Program Addition, Deletion or Modification Request

Department: Psychology College: College of Arts & Sciences

RECEIVED
VPAA

Current course catalog listing: (for modifications or deletions)

2009 FEB 24 / AM 7:56

Prefix Course Title Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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

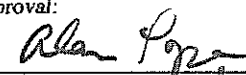
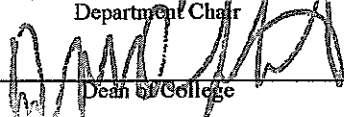
Modify the third section of requirements for the Psy.D. Program under "Complete the following additional requirements." Leave "Comprehensive Examinations: Students must demonstrate readiness to advance to doctoral candidacy." Remove the remaining section of the sentence which states "by passing a comprehensive exam." After the explanation of the dissertation, add the following information (found on additional page) below but in the same section.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	2-5-09		
Department Chair	Date	Department Chair (if cross listed)	Date
	2/16/09		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

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

	
Chair, Undergraduate Academic Programs Committee	Chair, Committee on Graduate Studies
Date	Date

Vice President for Academic Affairs _____ Date _____

Comprehensives:

A doctoral student will fulfill the requirement of comprehensives by taking a final examination/project in all the required core academic and research courses. The nature and the grading of the comprehensive exam or final research project will be determined by the professor of record in the course. Copies of all of the exams/projects will be kept in a portfolio maintained by the Department. It is the student's responsibility to make sure that the portfolio stays up to date. A student may augment the portfolio with whatever material he/she deems appropriate. After completing all coursework, comprehensives, and dissertation proposal, the student may begin the internship and register for the dissertation.

Internship:

The internship should begin after the comprehensives for all core courses are successfully completed (including research courses and practica) and the student has successfully defended his/her dissertation proposal. The internship ideally provides the field foundation for the dissertation research and spans at least one and perhaps two semesters, with the total number of hours determined by the supervising faculty.

Dissertation Committee:

Before beginning the dissertation proposal, the student should choose a dissertation advisor and committee. The committee should be comprised of 1) a dissertation advisor, who is primarily responsible for the direction of the dissertation and who will be a full-time member of the Department and a member of the Graduate faculty and 2) two faculty members with full-time graduate faculty credentials, one of which may be from outside the Department. The student may also request a fourth member, or external reader, from an outside Department or University. Upon forming the dissertation committee, the student must arrange an initial meeting with the advisor to establish the timetable for the proposal and dissertation. The dissertation committee will work with the student while the dissertation proposal is started, and the names of committee members and proposal title will be given to the designated departmental administrator. All members of the committee

should be kept informed as to the progress of the proposal and of the dissertation at regular intervals. Any changes in committee membership should be followed by notification of all members and the departmental administrator.

Dissertation Proposal

The nature of the dissertation proposal will reflect the type of dissertation undertaken by the student as approved by the dissertation advisor.

Proposal Defense

Once the proposal is finished, the dissertation committee will meet with the candidate to determine the feasibility and scholarship of the proposed project. During the meeting, the committee will suggest revisions and evaluate the viability of the candidate's dissertation project. Approved dissertation proposals will be filed with the proper administrative office. Upon approval and filing of the dissertation proposal, the student is officially admitted to candidacy. The proposal defense will be open to any interested faculty.

Dissertation Defense

The dissertation defense will consist of an oral presentation by the student followed by a question-and-answer period led by the student's advisor. The dissertation defense is open to the public. After the defense, the student will give a departmental colloquium.

Rationale:

·Details of these procedures were not properly articulated in first iteration.

PSYC 8004 – Development, Transformation, & Change

Research Methods

PSYC 8005 – Human Science Methodologies

PSYC 8006 – Advanced Qualitative Research

Practica:

Sequential courses with increasing levels of integration of theory, complexity of systems, contexts/populations, research & interventions. Two of the three practica will meet this requirement. PSYC 9087, 9187 - Practica include Teaching Seminar. All teaching assistants are required to take Teaching Practicum (9087).

PSYC 9087 – Teaching Practicum

PSYC 9187 – Practica

- 3) Complete the following additional requirements:
Comprehensive Examinations: Students must demonstrate readiness to advance to doctoral candidacy ~~by passing a comprehensive exam.~~
Internship: At minimum a one semester internship at an approved setting leading to/related to research project.
Dissertation: Approval of a doctoral dissertation by the student's dissertation committee.

Insert
text 7

PSYCHOLOGY COURSES (PSYC)

(All courses carry three hours credit unless otherwise noted.)

PSYC 5030 History and Philosophy of Psychology 4

A intense exploration of the major theoretical themes in psychology in historical and contemporary contexts.

PSYC 5040 Psychology of Dreams

An exploration of the content analysis of dreams as a vehicle for personal growth. Classical theories (e.g. Freudian, Jungian, Gestalt) will be covered, as well as contemporary physiological, phenomenological, and cognitive theories. Emphasis will be placed on personal understanding of one's dreams as they relate to everyday life.

PSYC 5070 Psychology of Myth and Symbol

A study of myths and symbols in human expression.

PSYC 5085 Horizon Seminar var. 3- 4

A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology which are of special interest to students and faculty. May be repeated for credit.

PSYC 5090 Group and Group Process

An involvement in small group processes offering the opportunity to increase skills in group participation. Principles of group process are discussed not in the abstract but in relation to actual group experience.

PSYC 5130 Eastern and Transpersonal Psychologies 4

Introduction to spiritual experience and its understanding in Hinduism, Buddhism, and Transpersonal.

Course or Program Addition, Deletion or Modification Request

Department: Psychology

College: College of Arts & Sciences

RECEIVED
VFPA

Current course catalog listing: (for modifications or deletions)

2009 FEB/24 AM 7:57
Hours: Lecture/Lab/Total

Prefix	Course	Title
<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Action</p> <p><input checked="" type="checkbox"/> Course <input type="checkbox"/> Program</p> <hr/> <p><input type="checkbox"/> Modify <input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete</p> <p><input type="checkbox"/> Credit</p> <p><input type="checkbox"/> Number</p> <p><input type="checkbox"/> Title</p> <p><input type="checkbox"/> Description</p> <p><input type="checkbox"/> Other</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Credit</p> <p><input type="checkbox"/> Undergraduate</p> <p><input checked="" type="checkbox"/> Graduate</p> <p><input type="checkbox"/> Other*</p> <p><small>*Variable credit must be explained</small></p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Frequency</p> <p><input checked="" type="checkbox"/> Every Term</p> <p><input type="checkbox"/> Yearly</p> <p><input type="checkbox"/> Other</p> </div> </div>		

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

Library resources are adequate Library resources need enhancement

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

PSYC	9887	Internship	4 / 0 / 4
Prefix	Course	Title	Hours: Lecture/Lab/Total

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

Internship is defined as intensive and independent fieldwork experience that occurs concurrently with dissertation research. It typically follows proposal defense and comprehensives. The internship should bear a clear and articulated relationship to student's interests and doctoral program aims and teachings. It is at least one semester long. Site, hours, and supervisory contract will be negotiated by the student, the internship instructor and appropriate personnel site supervisors.

May be repeated for credit.

Prerequisite(s) All Core Courses

Present or Projected Enrollment: (Students per year) _____

*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2009

Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<i>Alan Pope</i>	2-5-09		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
<i>Wanda H. Clark</i>	2-16-09 (DCH)		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) _____ Date _____

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

	<i>Charles W. Clark</i>		
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>

Vice President for Academic Affairs _____ Date _____

Rationale:

Course was not on books for students and is required for program.

SYLLABUS INTERNSHIP (PsyD)

Instructor:	Office:
Semester:	Phone:
Course #:	Email:
Class times: Class location:	Office hours:

Internship is defined as intensive and independent fieldwork experience that occurs concurrently with dissertation research. The internship should bear a clear and articulated relationship to student's interests and doctoral program aims and teachings. The choice of the internship site should involve the student's dissertation interests although this is not absolutely required. In any case, as one of the culminating requirements of the PsyD program, the internship is aimed at the integration of theory and practice. A great deal of the work for this course will be done at each of your sites, under the direction of your site supervisors. The internship director (of this class) will remain in communication with the internship site, obtain a contract with the student in relation to the site, and facilitate the articulation of the internship with the dissertation research as needed. The greater the interface between the student's research projects and the internship, the better it is for the internship. The internship is considered an independent project by the student with minimal direction from the academic director and its university face is mostly defined in terms of dissertation research.

Course objectives include:

- To provide students with experience of on-the-ground political realities of human service organizations;
- To provide students with direct client contact within the context of transformation and change
- To provide a field experience for the development of dissertation research.
- To challenge students to integrate and implement academic theories and perspectives within a practical context
- To stimulate and encourage student self-reflexivity including: research skills, interpersonal dynamics, professional skills and development;
- To encourage students to define their positionality/standpoint within the organization in the context of political and interpersonal dynamics;
- To help students understand the relationship between individual research interests and outside organizational needs;
- To help students understand the way in which research is embedded within the needs of the organization rather than emanating solely from the student's interest/s and work);
- To provide students with a community of their peers in order to build a sense of walking together into this new transformative space and to allow an organic cross-pollination of ideas.
- To serve as the capstone praxis experience for the PsyD program.

Required Texts

Will vary from site to site: negotiated with students, site supervisor and supervising faculty.

Other readings will be selected by the class and will be placed on e-Reserve during the semester. These readings are indicated by (but not necessarily limited to) TBA on the Course Schedule.

Assignments

The assignments expected for successful completion of this course include:

- Writing a brief (1-2 page) reflection on your learning objectives for your practica work. (This should have already been completed).
- Completion of practicum contract between instructor, practicum site, and student.
- Full engagement in the work at your site, in accordance with your contract. This includes satisfactory compliance with the site's policies and expectations (or possibly, ethically situated resistance to unjust policies in conjunction with practica group discussion).
- Regular attendance and sincere, thoughtful participation in the practica group.
- Completion of assigned readings by the class in which they are due (see Course Schedule).
- Completion of 5 brief (2-3 pages) focused reflections on (or anticipations of) your site work, each using a different theoretical approach.
- Conduction of 2 semi-observational inquiries at your site, and writing up a detailed analysis report for each (5-6 pages).
- Selection of an individual theoretical area for outside library research and reading. You will select a few readings for the class to read for one of the Student Topic days (see Schedule), and lead the discussion for that day. At the end of the semester, you will also give a brief (10 min) oral presentation of your theoretical area and your experiences in applying it to your site work.
- Making major written contributions to a collaborative "perspectivagraph" on the application of non-mainstream psychological theory to practice. Your contribution will consist of a substantial academic paper (8-12 pages?) on your theoretical area in light of your site experiences, and a brief response upon hearing your colleagues' presentations. See Schedule for due dates.

Grading will be as follows:

Class is Pass/Fail

Course Schedule

Students will meet with supervising faculty or otherwise communicate on a regular basis not less than 15 hours per semester.

Course or Program Addition, Deletion or Modification Request

RECEIVED
VPA

Department: Curriculum and Instruction

College: College of Education

2009 FEB 24 AM 7:56

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

EDMS 6216 Practicum 0 / 4 / 2
Prefix Course Title Hours: Lecture/Lab/Total

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

Practical experience with students, parents, teachers, and other school personnel in a public school setting under the supervision of a college staff member.

Prerequisite(s) Admission to Teacher Education.

Present or Projected Enrollment: 50 (Students per year)

Effective Date*: Summer / 2009

*For a new course, one full term must pass between approval and effective date.

Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Donna M. Harkin</u>	<u>1-30-09</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<u>Lynne P. Gaskin</u>	<u>1/30/2009</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

<u>Charles W. Clark</u>			
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Rationale

EDMS 6216 – Practicum

EDMS 6216 – Practicum – will be one of the courses offered in a new online MAT in Mathematics and Science and is one of four courses in the Enhancing Student Learning section of the program. This course will provide practical experience with students, parents, teachers, and other school personnel in a public school setting under the supervision of a college staff member.

UWG has agreed to offer this course as part of a five-university consortium consisting of the University of West Georgia, Columbus State University, Georgia Southern University, Kennesaw State University, and Valdosta State University.

Proposed Syllabus**EDMS 6216****PRACTICUM**

Semester Hours: 2

Semester/Year:

Instructor:

Contact:

E-mail:

Office Location:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

Practical experience with students, parents, teachers, and other school personnel in a public school setting under the supervision of a college staff member.

This degree and all courses are based on the Georgia Framework for Teaching (http://www.usg.edu/p16/initiatives/PDFs/GA_framework.pdf.)

CONCEPTUAL FRAMEWORK

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

candidates are measured. Depending on the specific nature of the independent project, students would address one or more of the NBPTS propositions.

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

COURSE OBJECTIVES

Students will:

1. observe the managerial and instructional phases of classes (Ryan, 2008);
(Empathetic, Knowledgeable; NBPTS 3)
2. assist with simple instructional tasks (e.g., checking the roll, leading exercises, distributing equipment prior to actual teaching (Denton & Kriete, 2000);
(Empathetic, Knowledgeable; NBPTS 1, 2, 3, 4)
3. plan for instruction including formulating daily lesson plans, units, and evaluation of student progress (Arnold, 2001; Wong & Wong, 2005);
(Adaptive, Empathetic, Knowledgeable, NBPTS 1, 2, 3, 4)
4. design and implement assessment procedures useful in individualizing instruction (Danielson, 1996);
(Adaptive, Empathetic, Knowledgeable, NBPTS 1, 2, 3, 4)
5. participate in professional activities and general faculty duties (e.g., faculty meetings, PTA, in-service, lunchroom and bus duty) (College of Education, 2008);
(Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Proactive; NBPTS 5)
6. identify instructional resources available at the assigned school (Denton & Kriete, 2000);
(Collaborative, Knowledgeable; NBPTS 1, 2, 3, 4)
7. practice the Code of Professional Ethics as presented in *Expectations, policies, and procedures of internship* (College of Education, 2008);

(Lifelong Learners, Proactive, Reflective; NBPTS 1, 2, 3, 4, 5)

8. use appropriate classroom management techniques (Denton & Kriete, 2000);

(Leaders, Collaborative, Culturally Sensitive, Knowledgeable, Proactive; NBPTS 1, 2, 3, 4)

9. motivate students to maximize participation (Arnold, 2001);

(Knowledgeable, Reflective, Leaders; Collaborative, Culturally Sensitive, Knowledgeable, Proactive; NBPTS 1, 2, 3, 4)

10. measure and evaluate student progress based on lesson objectives (College of Education, 2008, Wong & Wong, 2005); and

(Adaptive, Empathetic, Knowledgeable; NBPTS 1, 2, 3, 4)

11. personalize learning to meet the special needs of each child (Ryan, 2008).

(Lifelong Learners, Knowledgeable, Adaptive, Empathetic; NBPTS 1, 2, 3, 4)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: None

References:

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.
- Ryan, K. (2008). *Those who can, teach*. Humanities and Social Science. Wadsworth Publishing.
- Teacher education handbook: Policies and procedures handbook. (2008-2009), Carrollton, GA: College of Education.
- Wong, H. K., & Wong, R. T. (2005). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications, Inc.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. This course provides an extensive study of learners, curriculum and selected methods and techniques of instruction and organization appropriate for the school setting in light of current trends and issues. This assignment will serve as a synthesis for nearly every one of the descriptors found in the COE conceptual framework. These are

graduate students currently in classroom settings. Field experience related assignments will be drawn from their school setting. Those assignments/discussions should assist them in internalizing several of the framework concepts. Collectively, the assignments for this course should allow the students to demonstrate achievement in the areas to be determined by instructor:

Assignments: To be determined by instructor.

CLASS POLICIES

To be determined by instructor with the following guidelines:

1. **Submitting Assignments:** Students are expected to submit assignments (lesson plans) on or before due dates.
2. **Professionalism:** Students are expected to conduct themselves in a professional manner. Professionalism includes, but is not limited to, the following behaviors:
 - a) Participating in interactions with school and university personnel and with students in a positive manner;
 - b) Collaborating and working equitably with classroom teachers, university supervisors, students, peers;
 - c) Regular and punctual attendance on all field experience days;
 - e) Treating students, classroom teachers, university supervisors, and peers with respect in and out of the classroom;
 - f) Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. A second violation will result in departmental review, and the possible removal from the program.

3) Attendance: It is important that students attend all days on which field experiences are scheduled. If a student is absent or will be tardy, he/she should notify the school, the classroom teacher, and the university supervisor of the reason for absence and/or tardy.

GRADING POLICY

A grade of Satisfactory or Unsatisfactory will be based on performance in the classroom as evaluated by site teacher and university supervisor using the field experience observation instrument.

CLASS OUTLINE

To be determined by instructor.

CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>.
3. Classroom disruption: Students who engage in prohibited or unlawful acts that result in the disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from class, or dismissal on disciplinary grounds, must be preceded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook.
4. Opportunities for extra credit will not be provided for this class. Work completed for another class may be acceptable for this class.
5. Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in UWG Connection and Student Handbook, Undergraduate Catalog, and Graduate Catalog.

5.4. Discontinuation Policy. *Adopted: 05/97 from Teacher Education Handbook*

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, as determined by the site administration or the Assistant Dean, the termination of the placement may be immediate.

1. *The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.*
2. *One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College of Education: (1) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.*
3. *The teacher candidate is informed of the decision, in writing and in conference.*
4. *The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.*

Note: Unprofessional acts may result in immediate termination of the field experience.

Course or Program Addition, Deletion or Modification Request

RECEIVED
VPLA

Department: Curriculum and Instruction

College: College of Education

2009 FEB 24 AM 7:55

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

EDMS 6474 Technology As A Teaching And Learning Tool 2 / 0 / 2

Prefix Course Title Hours: Lecture/Lab/Total

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

see attached

Prerequisite(s) Bachelors Degree in designated GAPSC related major fields of study. MEDT 2401 or equivalent course or exemption test.

Present or Projected Enrollment: 50 (Students per year)

Effective Date*: Summer / 2009

*For a new course, one full term must pass between approval and effective date.

Term/Year

Grading System:

Letter Grade

Pass/Fail

Other

Approval:

<u>James M. Markis</u>	<u>2-9-09</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<u>Lyonna P. Gaskin</u>	<u>2/9/2009</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

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

<u>Charles W. Clark</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies
		Date

Vice President for Academic Affairs Date

Rationale

EDMS 6474 – Technology as a Teaching and Learning Tool

EDMS 6474 – Technology as a Teaching and Learning Tool – will be one of the courses offered in a new online MAT in Mathematics and Science and is one of four courses in the Enhancing Student Learning section of the program. This course will provide students with an in depth opportunity to develop deep content and knowledge in math, science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers their curriculum related to math and science. Technology training that helps students and teachers make connections will be taught.

UWG has agreed to offer this course as part of a five-university consortium consisting of the University of West Georgia, Columbus State University, Georgia Southern University, Kennesaw State University, and Valdosta State University.

Course Description

This course is part of the on-line MAT in Mathematics/Science.

EDMS 6474 is a two hour course that will provide students with an indepth opportunity to develop deep content and knowledge in math, science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers their curriculum related to math and science. Technology training that helps students and teachers make connections will be taught.

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

Proposed Syllabus**EDMS 6474****TECHNOLOGY AS A TEACHING AND LEARNING TOOL****Semester Hours** 2**Semester/Year****Time/Location****Instructor****Office Location****Office Hours****Telephone****Email****Fax**

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

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help> OR
<http://help.view.usg.edu> (Click on "Request Support" for live chat)

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

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

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

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

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

All work submitted for this course and program are subject to electronic and/or other reviews to ensure authenticity and student ownership.

COURSE DESCRIPTION

This course is part of the online MAT in Mathematics/Science.

Prerequisite(s): Bachelors Degree in designated GAPSC related major fields of study. MEDT 2401 or equivalent.

EDMS 6474 is a two-hour course that will provide students with an in-depth opportunity to develop deep content and knowledge in mathematics and science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers their curriculum related to math and science. Technology training that helps students and teachers make connections will be taught.

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

GEORGIA FRAMEWORK FOR TEACHING

This degree (online MAT in Mathematics/Science) and all the courses are based on the Georgia Framework for Teaching.

GUIDING PRINCIPLES OF THE GEORGIA FRAMEWORK FOR TEACHING

The following principles guided the development of the *Framework*:

- **The Process Principle.** Learning to teach is a life-long process.
- **The Support Principle:** Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle:** Professional Teachers have ownership of their careers, which they create and design.
- **The Impact Principle:** Effective teaching yields evidence of student learning.
- **The Equity Principle:** All teachers deserve high expectations and support.
- **The Dispositions Principle:** Productive dispositions affect student learning, teacher growth, and school climate positively.
- **The Technology Principle:** Technology facilitates teaching, learning, community building and resource acquisition.

Specific objectives for this course are found in the Georgia Framework for Teaching.

DOMAIN 3: LEARNING ENVIRONMENT

Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers:

- create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently.
- organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
- understand and implement effective classroom management.
- recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
- are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
- access school, district, and community resources in order to foster students' learning and wellbeing.
- use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

DOMAIN 4: ASSESSMENT

Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers:

- understand measurement theory and the characteristics, uses, and issues of different types of assessment.
- use pre-assessment data to select or design clear, significant, varied and appropriate student learning goals.
- choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
- involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
- develop and use valid, equitable grading procedures based on student learning.
- use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
- use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
- are committed to using assessment to identify student strengths and needs and promote student growth.

DOMAIN 5: PLANNING & INSTRUCTION

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

Accomplished teachers:

- articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
- plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
- understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
- monitor and adjust strategies in response to learner feedback.
- vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- use appropriate resources, materials, and technology to enhance instruction for diverse learners.
- value and engage in planning as a collegial activity.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

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

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

COURSE OBJECTIVES

Students will:

1. **locate and synthesize literature in instructional technology and mathematics and science resources to determine how technology in combination with National Council of Teachers of Mathematics (NCTM)/National Science Teachers Association (NSTA) standards and Georgia Performance Standards (GPS) can play a role in enhancing the teaching and learning process in mathematics and science classrooms** (Bell, Gess-Newsome, & Luft, 2007; Bryant & Bryant, 2003; Male, 2002; Masalski, 2005; Flick & Bell, 2000; Garofalo, Drier, Harper, Timmerman, & Shockey, 2000; Kurz, Middleton, & Yanik, 2005; Roblyer, 2005; Smaldino, Lowther, & Russell, 2008; Thomas & Cooper, 2004; online resources);

(Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; ISTE I, V, VI; NCTM 6, 7; NSTA 1, 4, 5)

2. **develop skills in the application and integration of educational technology as they relate to NCTM/NSTA standards which are designed to meet the needs of technology users in five critical areas: (1) Georgia's Performance Standards for Curriculum; (2) Integration of Modern and Emerging Technologies into Instructional Practice; (3) Classroom Management in Classrooms, Computer Labs, and 21st Century Learning Environments; (4) New Designs for Teaching and Learning; and (5) Enhanced Pedagogical Practices.** (Bitter & Pierson, 2004; Bryant & Bryant, 2003; Caughlin, 2003; Counts, 2004; Lever-Duffy, McDonald, & Mizell, 2005; Mills & Roblyer, 2005; Morrison & Lowther, 2005; Roblyer, 2005; Smaldino, Lowther, & Russell, 2008; online resources);

(Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NCTM 6, 7; NSTA 1, 4, 5; & ISTE I, II, III, IV, VI)

3. **prepare two technology-integrated lesson plans focusing on the integration of technology in mathematics and science classrooms that meet GPS and NCTM/NSTA standards.** (Baugh & Raymond, 2003; Bell & Garofalo, 2005; Bell, Gess-Newsome, & Luft, 2007; Bitter & Pierson, 2004; Bryant & Bryant, 2003; Caughlin, 2003; Counts, 2004; Cunningham & Billingsley, 2003; Grabe & Grabe, 2004; Kurz, Middleton, & Yanik, 2005; Lai, 2005; Male, 2002; Masalski, 2005; Morrison & Lowther, 2005; Roblyer, 2005; Smaldino, Lowther, & Russell, 2008; online resources); and

(Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NCTM 6, 7; NSTA 1, 4, 5; & ISTE I, II, III, IV, V, VI)

4. **discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students.** (Bryant & Bryant, 2003; Male, 2002; online resources).

(Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NCTM 6, 7; NSTA 1, 4, 5; & ISTE I, II, III, IV, VI)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Roblyer, M. D. (2005). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
eText ISBN-13: 978-0-13-171449-6

Recommended Texts

Baugh, I. W., & Raymond, A. (2003). *Making math success happen*. Eugene, OR: International Society for Technology in Education.

Bell, R. L., & Garofalo, J. (Eds.). (2005). *Science units for grades 9-12*. Eugene, OR: International Society for Technology in Education.

Bell, R. L., Gess-Newsome, J., & Luft, J. (Eds.). (2007). *Technology in the secondary science classroom*. Arlington, VA: NSTA Press. Available from:
http://www.nsta.org/store/product_detail.aspx?id=10.2505/9781933531274

Masalski, W. J. (Ed.). (2005). *Technology-supported mathematics learning environments (Sixty-seventh yearbook)*. Reston, VA: National Council of Teachers of Mathematics. Available from: <http://my.nctm.org/ebusiness/productcatalog/product.aspx?ID=12850>

Required Course Materials

- ✓ All students are required to have access to a computer with an Internet connection.
- ✓ Microsoft Office 2007
- ✓ Inspiration software will be used for concept mapping. A free 30-day trial can be downloaded at <http://www.inspiration.com> for personal use.
- ✓ Geometer's Sketchpad will be used in this class. A free trial version can be downloaded at http://www.dynamicgeometry.com/Instructor_Resources/Evaluation_Edition.html
- ✓ TI-84 Plus graphing calculator and Graph Link cable. This technology will be used for data analysis, mathematical calculations, and statistics in science and mathematics.

- ✓ A wiki web site will be used for an individual electronic portfolio and as a collaboration tool for the class.

References

- Bitter, G., & Pierson, M. (2004). *Using technology in the classroom* (6th ed.). Boston, MA: Allyn & Bacon.
- Bryant, D. P., & Bryant, B. R. (2003). *Assistive technology for people with disabilities*. Boston: Allyn and Bacon.
- Caughlin, J. (2003). *Handhelds for teachers & administrators*. Watertown, MA: Tom Snyder Productions, Inc.
- Counts, E. D. Jr. (2004). *Multimedia design and production for students and teachers*. Upper Saddle River, NJ: Pearson Education, Inc.
- Cunningham, C. A., & Billingsley, M. (2003). *Curriculum webs: A practical guide to weaving the web into teaching and learning*. Boston, MA: Pearson Education, Inc.
- Flick, L., & Bell, R. (2000). Preparing tomorrow's science teachers to use technology: Guidelines for science educators. *Contemporary Issues in Technology and Teacher Education* [Online serial], 1(1). Available: <http://www.citejournal.org/vol1/iss1/currentissues/science/article1.htm>
- Garofalo, J., Drier, H., Harper, S., Timmerman, M. A., & Shockey, T. (2000). Promoting appropriate uses of technology in mathematics teacher preparation. *Contemporary Issues in Technology and Teacher Education* [Online serial], 1(1). Available: <http://www.citejournal.org/vol1/iss1/currentissues/mathematics/article1.htm>
- Grabe, M., & Grabe, C. (2004). *Integrating technology for meaningful learning* (4th ed.). Boston, MA: Houghton Mifflin.
- Kurz, T. L., Middleton, J. A., & Yanik, H. B. (2005). A taxonomy of software for mathematics instruction. *Contemporary Issues in Technology and Teacher Education* [Online serial], 5(2). Available: <http://www.citejournal.org/vol5/iss2/mathematics/article1.cfm>
- Lai, K. (Ed.). (2005). *E-learning communities teaching and learning with the web*. Dunedin, New Zealand: University of Otago Press.
- Lever-Duffy, J., McDonald, J. B. & Mizell, A. P. (2005). *Teaching and learning with technology* (2nd ed.). Boston, MA: Pearson Education, Inc.
- Male, M. (2002). *Technology for inclusion: Meeting the special needs of all students* (4th ed.). Boston, MA: Allyn & Bacon.
- Mills, S. C., & Roblyer M. D. (2005). *Technology tools for teachers: A Microsoft Office Tutorial*. Upper Saddle River, NJ: Pearson Education, Inc.
- Morrison, G. R., & Lowther, D. L. (2005). *Integrating computer technology into the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Roblyer, M. D. (2005). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2008). *Instructional technology and media for learning* (9th ed.). New York: Prentice-Hall.
- Thomas, J., & Cooper, S. (2004). Preparing tomorrow's teachers to teach with technology: Getting past go in science and mathematics. *Contemporary Issues in Technology and Teacher Education* [Online serial], 4(3). Available: <http://www.citejournal.org/vol4/iss3/currentpractice/article2.cfm>

Selected Web Sites

Discovery Educator Network: <http://www.discoveryeducatornetwork.com/>

Georgia Technology Standards for Students: <http://www.georgiastandards.org>

Georgia Department of Education: <http://www.doe.k12.ga.us>

Georgia Online Assessment System: <https://www.georgiaoas.org/servlet/a21>

Galileo-Georgia's Virtual Library: <http://www.galileo.usg.edu>

Georgia Public Broadcasting: <http://www.gpb.org>

High Plains Regional Technology in Education Consortium: <http://www.hprtec.org>

Marco Polo-Internet Content for the Classroom: <http://www.marcopoloeducation.org/home.aspx>

National Educational Technology Standards for Teachers:
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm

National Educational Technology Standards for Students:
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

National Educational Technology Standards for Administrators:
http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/NETS_for_Administrators.htm

Brain research -- <http://www.thebrainstore.com/> <http://www.brainconnection.com/>

Copyright -- <http://www.benedict.com/> , <http://www.adec.edu/admin/papers/fair10-17html>,
<http://www.bham.wednet.edu/copyperm.htm>, <http://www.umuc.edu/library/copy.html>,

Clipart -- <http://www.clipart.com/>,

Education -- <http://www.doe.k12.ga.us/>, <http://www.ed.gov/>,

Georgia Learning Connection -- <http://www.glc.k12.ga.us/>

Grant information -- <http://www.unc.edu/cit/guides>, <http://www.nsta.org/programs>,
<http://www.schoolgrants.org/>,

Instructional Design -- <http://mdk12.org/>, <http://www.indiana.edu/~idtheory/home.html>,

IT Journals -- <http://www.fno.org>, <http://scholar.lib.vt.edu/ejournals/JTE/>,

IT Organizations – <http://www.gait-inc.org/> (Ga. Assoc. of IT)

Lesson Plans – <http://www.dole5aday.com/>, <http://www.glc.k12.ga.us/>,
<http://www.lessonplanspage.com/>,

National Council of Teachers of Mathematics – <http://www.nctm.org/>.

National Science Teachers Association – <http://www.nsta.org/>.

Professional Development for Technology Use – <http://www.nctp.com/>,
http://www.league.org/leaguetic/resources/hied_resources.htm,

Technology for Kids - <http://www.4kids.org/>

Technology for Teachers - <http://www.4teachers.org/> , <http://quizstar.4teachers.org/>

Technology Organizations – <http://www.iste.org/>, <http://www.aect.org/>, <http://www.cast.org/>,
<http://www.aace.org/>,

Technology for Students with disabilities – <http://www.closingthegap.com/>,
<http://www.gpat.org/>,

Technology Sites – <http://www.intel.com/education/journey/index.htm>,
<http://www.teacheruniverse.com/home.html>, <http://www.ncrel.org/>, <http://www.nct.com/>,
<http://www.tcet.unt.edu/tek-plan.htm>, <http://www.hotwired.lycos.com/webmonkey/kids>.

Technology Lists

- AECT – L - Assoc. for Ed Communications & Tech – listserv@wvnm.wvnet.edu
- EDTECH - K-12 focus on educational technology – listserv@msu.edu
- GIFTEDNET - L - Gifted Education – listserv@listserv.cc.wm.edu
- VIRTU – L – Virtual reality – listserv@vmd.cso.uiuc.edu

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework

The focus of this course is on designing and producing an electronic portfolio that showcases the student's ability to effectively design, produce, and utilize materials for instruction in mathematics or science classrooms and operate a variety of audiovisual equipment and microcomputers. The overall evaluation for this course is structured so that each assignment is aligned with completing a different part of the electronic portfolio. Due to the broad nature of the electronic portfolio, each conceptual framework descriptor is covered in the various electronic course assignments. As students complete their electronic portfolios, they will have demonstrated achievement in the following areas:

Decision making: (1) selecting topic areas in mathematics or science to design and develop instructional materials appropriate for instruction in those content areas; (2) choosing topic areas for technology-infused lesson plans, selecting an Internet site to use in a mathematics or science technology-infused lesson plan, and selecting specific tools for instruction in mathematics or science; and (3) choosing individual projects within the class to enhance selected lessons in mathematics or science (course activities 1 - 3, projects 1 - 6).

Leadership: (1) examining NCTM/NSTA standards as they relate to technology, enhancing knowledge and skills in instructional technology in order to integrate technology more extensively into mathematics or science instruction so as to assist others in developing technology infused lesson plans and instructional materials to enhance the teaching/learning process and student motivation; (2) developing Internet and technology projects to enhance the learning of a selected audience, i.e., mathematics or science students (course activities 1 - 3, projects 1 - 6);

Lifelong learning: studying how to use and integrate technology into mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

Being adaptive: changing educational practices designed to meet the needs of learners in mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

Collaboration: (1) working with colleagues and stakeholders to plan and carry out school improvements in technology; and (2) designing differentiated instruction that integrates technology in the mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

Cultural sensitivity: adapting interventions and technology innovations to meet the needs of diverse learners in mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

Empathy: demonstrating sensitivity to the needs of individuals, families, and the community (course activities 1 - 3, projects 1 - 6);

Knowledge: drawing on pedagogical, content, and professional knowledge (specifically with regard to NCTM/NSTA standards), including knowledge from others' postings in the online discussion when integrating technology into the curriculum for mathematics or science learners (course activities 1 - 3, projects 1 - 6);

Being proactive: implementing new interventions and innovations in technology to better serve learners in mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

Reflection: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are needed to more effectively integrate technology into the curriculum in mathematics or science classrooms (course activities 1 - 4, projects 1 - 6).

Activities and Assessments

1. Online Discussions (60 points)

Students are expected to complete assigned readings and participate in six online discussions. Each discussion is worth 10 points. You are required to post your initial thoughts and respond to AT LEAST two other postings. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue, and incorporates your understanding of how the discussion relates to NCTM/NSTA standards and GPS. Your response must incorporate your thoughts and go beyond simple agreement or endorsement of responses that have already been posted. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

2. Projects (120 points)

All student work submitted during the course is required to be original. Individual projects must be completed to be graded. For your benefit, examples of student work and examples created by your instructor will be provided to you where available. All work must be directly related to mathematics or science teaching and must be tied to NCTM/NSTA standards. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; peer observation, teacher observation, checklist, rubric)

There are 6 projects each worth 20 points (120 total). Each project will be reflective of the area of teaching certification being sought and should incorporate NCTM/NSTA standards as they relate to specific GPS components.

- Concept Map Project
- Technology-integrated Lesson Plan 1 (must include a discipline-specific tool, such as Geometer's Sketchpad, Fathom, GIS, simulation)
- Technology-integrated Lesson Plan 2 (must include a discipline-specific tool, such as Geometer's Sketchpad, Fathom, GIS, simulation)
- Web 2.0 Tools
- TI-84 Plus Project
- Differentiated Instruction Project

3. Electronic Portfolio (25 points)

The electronic portfolio is worth 25 points and must contain all work for the class. It must be in an electronic format (a wiki) with correctly working links. The portfolio is a requirement. If you do not complete the portfolio, ***you will not receive a passing grade for the class.*** (Objectives 1, 2, 3, 4; knowledge, skills, disposition; checklist)

4. Final Exam (25 points)

There will be a practice quiz in each module, and the quizzes are open for the entire term. These are **NOT required**, but it is strongly recommended that you take them to help you pace your reading and prepare for the final exam. You will have **one comprehensive final** worth 25 points. Late submissions of the final will not be accepted. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; exam)

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Points	Due Dates
Discussion Postings (6 postings at 10 points each)	60	Ongoing
Projects (Six projects at twenty points each)	120	Ongoing
Electronic Portfolio	25	End of semester
Final Exam	25	End of semester
Total Points	230	

GRADING POLICY:

The grading scale is as follows: A = 90% - 100% (207 - 230 points), B = 80% - 89% (184-206 points), C = 70% - 79% (161-183 points, F = 69% and below (160 points and below).

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time and in the manner required (e.g. *Course Den* dropbox). All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for late assignments.

2. Professionalism

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

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

Students must also follow guidelines included in the University of West Georgia's *Acceptable Use Policy* located at the following URL: http://policy.westga.edu/sphtml/page_04.htm#aup

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

ACADEMIC HONESTY

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 *UWG Connection and Student Handbook* and the *Graduate Catalog*.

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

DISABILITY STATEMENT

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment, it is your right, and it is the law!

COMMUNICATION STATEMENT

The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

EXTRA CREDIT STATEMENT

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

DUAL SUBMISSION STATEMENT

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

CLASS OUTLINE
Tentative Class Schedule

Class	Activities	Assignment/Readings Due
Module 1A	<ul style="list-style-type: none"> • Course Introduction/Syllabus • Introductions and completion of personal information. • Familiarize yourself with <i>Course Den</i> 	<ul style="list-style-type: none"> • Student Introduction
Module 1B	<ul style="list-style-type: none"> • Practice assignments 	<ul style="list-style-type: none"> • Concept Map Project • Practice assignments • Discussion Posting 1
Module 2A	<ul style="list-style-type: none"> • Read Chapter 1 	<ul style="list-style-type: none"> • Chapter 1 • Discussion Posting 2
Module 2B	<ul style="list-style-type: none"> • Read Chapter 2-3 	<ul style="list-style-type: none"> • Chapters 2-3 • Web 2.0
Module 3A	<ul style="list-style-type: none"> • Read Chapter 4 	<ul style="list-style-type: none"> • Chapter 4 • Discussion Posting 3 • TI-84 Plus Project
Module 3B	<ul style="list-style-type: none"> • Read Chapter 5 	<ul style="list-style-type: none"> • Chapter 5 • Formative Assessment 1
Module 4A	<ul style="list-style-type: none"> • Read Chapter 6 	<ul style="list-style-type: none"> • Chapter 6 • Discussion Posting 4 • Lesson Plan 1
Module 4B	<ul style="list-style-type: none"> • Read Chapter 7 	<ul style="list-style-type: none"> • Chapter 7 • Differentiated Instruction Project
Module 5A	<ul style="list-style-type: none"> • Read Chapter 8 	<ul style="list-style-type: none"> • Chapter 8
Module 5B	<ul style="list-style-type: none"> • Read Chapter 9 	<ul style="list-style-type: none"> • Chapter 9 • Discussion Posting 5
Module 6A	<ul style="list-style-type: none"> • Read Chapter 10 	<ul style="list-style-type: none"> • Chapter 10 • Lesson Plan 2
Module 6B	<ul style="list-style-type: none"> • Read Chapter 11 	<ul style="list-style-type: none"> • Chapter 11 • Formative Assessment 2
Module 7A	<ul style="list-style-type: none"> • Read Chapter 12 	<ul style="list-style-type: none"> • Chapter 12 • Discussion Posting 6 • Electronic Portfolio Project
Module 7B	<ul style="list-style-type: none"> • Read Chapter 13 	<ul style="list-style-type: none"> • Chapter 13 • Bonus Discussion Posting • Final Exam

Course or Program Addition, Deletion or Modification Request

RECEIVED
VPAA

Department: Curriculum and Instruction

College: College of Education

2009 FEB 24 AM 7:57

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

EDMS 6485 Student Teaching 0 / 18 / 9

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

Teaching one semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher. Seminars are scheduled as an integral part of the student teaching experience. Application for field experience required prior to enrollment.

Prerequisite(s) Admission to Teacher Education.

Present or Projected Enrollment: 50 (Students per year)

Effective Date*: Summer / 2009
Term/Year

*For a new course, one full term must pass between approval and effective date.

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Donna M. Harkin</u> Department Chair	<u>1-30-09</u> Date		
<u>Lynne W. Gustin</u> Dean of College	<u>1/30/2009</u> Date		

Chair of TEAC (if teacher prep. program) Date

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

<u>Charles W. Clark</u> Chair, Undergraduate Academic Programs Committee		<u>Charles W. Clark</u> Chair, Committee on Graduate Studies	
-----------------------------------------------------------------------------	--	-----------------------------------------------------------------	--

Vice President for Academic Affairs Date

Rationale

EDMS 6485 – Student Teaching

EDMS 6485 – Student Teaching – will be one of the courses offered in a new online MAT in Mathematics and Science and is the one course offered in the Emerging Teacher section of the program. Students will teach in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher.

UWG has agreed to offer this course as part of a five-university consortium consisting of the University of West Georgia, Columbus State University, Georgia Southern University, Kennesaw State University, and Valdosta State University.

Proposed Syllabus**EDMS 6485****STUDENT TEACHING**

Semester Hours: 9

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education.

Teaching one semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher. Seminars are scheduled as an integral part of the student teaching experience. Application for field experience required prior to enrollment.

This degree and all courses are based on the Georgia Framework for Teaching (http://www.usg.edu/pl6/initiatives/PDFs/GA_framework.pdf.)

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's

objectives are related directly to the conceptual framework and appropriate descriptors, principles are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. plan for and deliver instruction including formulating daily lesson plans, instruction, and evaluation of student progress (Arnold, 2001; Danielson, 1996; Danielson & McGreal, 2000);
(Adaptive, Knowledgeable; NBPTS 1, 2, 3, 4)
2. participate in professional activities and general faculty duties (e.g., faculty meetings, PTA, in-services, lunchroom and bus duty) (College of Education, 2005-2006);
(Proactive; NBPTS 5)
3. practice the Code of Professional Ethics as presented in *Expectations, policies, and procedures of internship* (College of Education, 2005-2006) and found at Georgia Teaching Ethics;
(Leaders; NBPTS 1, 2, 3, 4)
4. use appropriate classroom management techniques (Denton, 2000);
(Decision Makers, Adaptive, Knowledgeable; NBPTS 1, 2, 3, 4)
5. measure and evaluate student progress based on instructional objectives (College of Education, 2005-2006);
(Decision Makers, Adaptive, Knowledgeable; NBPTS 1, 2, 3, 4)
6. personalize learning to meet the special needs of each child (Arnold, 2001; Danielson, 1996);
(Adaptive, Empathetic; NBPTS 1, 2, 3, 4)
7. use appropriate instructional technology in delivery of instruction and to facilitate student achievement (Danielson, 1996; Roblyer & Edwards, 2000);
(Decision Makers, Adaptive, Knowledgeable; NBPTS 1, 2, 3, 4)

8. demonstrate ability to build on prior knowledge, skills, abilities, and interests students bring into the classroom in their lesson plans and classroom teaching (Baer, 1997; Danielson, 1996);

(Decision Makers, Knowledgeable; NBPTS 1, 2, 3, 4)
9. demonstrate ability to diagnose and evaluate learning of diverse learners (Arnold, 2001; Danielson, 1996; Baer, 1997);

(Decision Makers, Adaptive, Knowledgeable; NBPTS 1, 2, 3, 4)
10. adapt content in textbooks and other resources to increase comprehensibility and establish educational equity (Danielson, 1996); and

(Decision Makers, Adaptive, Knowledgeable; NBPTS 1, 2, 3, 4)
11. demonstrate ability to include the perspectives and voices of those who have not been traditionally included in both lesson planning and implementation (Danielson, 1996).

(Decision Makers, Adaptive, Knowledgeable; NBPTS 1, 2, 3, 4)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: *Teacher education, field experiences, and internship: Policies and procedures handbook* (2008-2009). Carrollton, GA: College of Education. May be found on the College of Education web page at http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

References:

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Baer, J. (1997). *Creative teachers, creative students*. Needham Heights, MA: Allyn and Bacon.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching*. Upper Saddle River, NJ: Merrill.
- Roblyer, M. D. (2003). *Integrating educational technology into teaching* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments and Responsibilities:

The outline below reflects the desired experiences, behaviors, and responsibilities for each of the participating groups: interns, university supervisors.

Responsibilities of Students (Student Teachers):

1. Be professional, including the following: be present and on time every day, complete tasks on time, dress professionally, behave responsibly, show initiative, communicate effectively, interact professionally.
2. Keep reflective journals for each week--to be used as a basis for self-analysis and for discussion with faculty and cooperating teachers.
3. Meet the objectives outlined in this syllabus.

University Supervisor's Responsibilities:

1. Coordinate efforts for students to gain desired experiences.
2. Maintain communication with students through means such as conferences, telephone calls, seminars, classes, visits to classrooms, videotapes, journals, and electronic mail.
3. Provide assistance to mentoring teachers as requested and facilitate resolutions if problems arise.
4. Complete observation reports of on-site visits (and/or videotapes), with a copy to the student and the university.
5. Complete final evaluation form and at least one other formal evaluation.
6. Confer immediately with appropriate university personnel if major problems arise.

Evaluation Procedures:

The mentor teacher and university supervisor will assess the student on personal, professional, and classroom management and teaching competencies. The university supervisor will complete the Teacher Education Field Experience Evaluation (TEFEE). The university supervisor will complete an Observation Report Form after each visit. With the information above, the university supervisor is responsible for assignment of the final grade.

An S is assigned for satisfactory performance and a U for unsatisfactory performance.

Field Placement Policy

5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

CLASS OUTLINE

Student is at field site for one semester under this syllabus.

CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>.
3. Classroom disruption: Students who engage in prohibited or unlawful acts that result in the disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from class, or dismissal on disciplinary grounds, must be preceded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook.
4. Opportunities for extra credit will not be provided for this class. Work completed for another class may be acceptable for this class.
5. Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in UWG Connection and Student Handbook, Undergraduate Catalog, and Graduate Catalog.

Addendum IX

Proposed Changes to the Policies and Procedures Manual
Proposed by the Rules Committee 2008-2009

Deletions are stricken, additions are in italic type.

Article II. The Office of the President

Section 1. The President

C. 5 Serve as chair and presiding officer of the General Faculty ~~and of the Faculty Senate.~~

Article III. Officers of the Administration

Section 1. General Officers of Administration

A. 3 The ~~Provost and~~ Vice President for Academic Affairs shall be a person of professorial rank. He or she shall be Vice-Chair of the General Faculty, ~~Vice-Chair of the Senate~~, Chair of the Administrative Council, Vice-Chair of the President's Advisory Committee, and an ex-officio member of all standing committees of the Senate.

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

A. Composition of the Senate (Revised ~~August 1986~~ *April 2009*)

The Senate shall be comprised solely of members of the General Faculty as defined in Article I, Section 2 C of these Statutes. Its membership shall include:

1. The President, ~~who shall be the chair and preside~~ *an ex-officio (nonvoting) member;*
2. The ~~Provost and~~ Vice President for Academic Affairs, an ex-officio (nonvoting) members, ~~who shall serve as vice chair and president in the absence of the President;~~

~~3. Chair of the Senate;~~

~~4. Past Chair of the Senate, an ex-officio (nonvoting) member;~~

~~3~~ *5* ~~Twenty-eight~~ *Forty-two* duly elected senators apportioned as follows: ~~ten-percent of the faculty of each College or School as well as of the library.~~ College of Arts and Sciences, ~~twelve~~ *twenty-five*; Richards College of Business, ~~six~~ *five*; College of Education, eight; ~~School of Nursing, two;~~ and the library, two. No department of any unit shall be represented by more than one senator unless a unit has fewer departments than its allotted number of senators. In no case shall departmental representation exceed two senators.

4 ~~6~~ Executive Secretary

B. ~~The Executive Secretary~~ *The Chair of the Faculty Senate*

The Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for

Senate meetings; providing for an orientation and training of new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence.

1. *Eligibility*

The Chair of Senate must be a tenured full-time faculty member who has served in the Senate within the prior three years and who is not currently Chair or Past-Chair of the Senate.

2. *Term of Office*

The Chair will begin service on June 1 and serve a two-year term in office.

3. *Election of the Chair of the Faculty Senate*

At the March meeting of the Faculty Senate in the current Chair's last year in office, the Senate shall nominate at least two (2) qualified persons to stand for election as the next Chair; in April the University faculty will vote in such a fashion that the winner of the election will have received a majority of votes cast. Ballots will specifically include an option for a write-in candidate.

If the Chair-elect is currently a member of the Senate, the Chair-elect will resign his or her Senate seat (and committee assignments) and would be replaced by an election within the person's respective college or school.

C. *The Past Chair of Faculty Senate*

After the two year term in office, the Chair of the Senate will serve a two (2) year term as Past Chair, an ex-officio (nonvoting) member of the Senate. The Past Chair will serve on the Executive Committee of the Senate.

D. *The Executive Secretary*

An ex-officio (nonvoting) Executive Secretary shall be elected by the Senate for a period of two (2) years from nominees submitted, one (1) tenured full-time faculty member who has served in the Senate within the prior three years from each academic unit listed in A (3-5). His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate web site, and to serve as official liaison between the committees and the Senate and between the academic units and the Senate serve as a member of the Executive Committee of the Senate.

E. *The Executive Committee of the Faculty Senate*

The Executive Committee of the Faculty Senate, consisting of the Chair, Past-Chair, Executive Secretary, and the Chairs of the Standing Committees of Senate, shall create and assign members to Senate Ad-Hoc Committees; and assign Senators to standing committees.

C. ~~F.~~ Election of the Faculty Senate

4. All members of a unit who meet...The dean or head of each unit shall notify, in writing, the *Chair of the Faculty Senate*, Executive Secretary of the Faculty Senate and the *Provost and* Vice President for Academic Affairs ~~of~~ the election results by the agenda deadline for the final Spring Semester meeting of the Faculty Senate.

5. The composition of the Senate shall be reviewed every five (5) years by ~~an ad-hoc committee appointed by the President~~ *the Senate Rules Committee*.

~~—6. Every two (2) years, each unit is notified by February 15 that the Executive Secretary's position is to be filled. Each unit shall submit a nominee for Executive Secretary of the Senate. Each nominee must meet the requirements set forth for senators and must have served on the Senate during the past three (3) years. The voting procedures and regulations used for electing senators will be used.~~

~~—7. The Senate shall elect the Executive Secretary from the slate of nominees from the four (4) units at the first Summer semester meeting of the newly elected senators. The retiring Executive Secretary shall continue his or her duties for the election meeting.~~

§ ~~6.~~ Unexpired terms of an ~~Executive Secretary~~ *Chair of the Senate* shall be filled by the same procedure used in the initial election.

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

D. Standing Committees, Purpose

The Senate shall empower standing committees to recommend policy and/or procedures on all matters appropriate...The Senate *Rules Committee* reserves the right to resolve all jurisdictional and procedural questions that might arise among the committees.

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

F. Standing Committees, Membership ~~and Purpose~~ ~~(Revised by vote of Faculty, February 1, 1982).~~ *Each Faculty Senate Committee shall be assigned a minimum of three (3) and a maximum of four (4) senators to its membership. Such assignments will be made by the Senate Executive Committee.*

1. Undergraduate Academic Programs. Purpose: to recommend policy and procedures...Membership: Senate 5 ~~3 or 4~~ (2 Arts and Sciences, 1 Business, 1 Education, 1 Library); Faculty 8 ~~9~~ (4 ~~3~~ Arts and Sciences, 1 Nursing, 2 Business, 2 Education, 1 Library); Students 2 (their majors representing different colleges); Administration 1 ~~ex-officio, non-voting (Registrar)~~. Total membership: 15 ~~or 16~~. ~~The Registrar is a non-voting, ex-officio member.~~ College Deans and their representatives are excluded from membership.

2. Academic Policies and Procedures. Purpose: to recommend policy concerning advisement, undergraduate admissions, ...Membership: Senate 3 ~~or 4~~ (1 Arts and Sciences, 1 Business, 1 Education); Faculty 9 (5 ~~4~~ Arts and Sciences, 1 Nursing, 1 Business, 2 Education, 1 Library); Students 1, Administration 2. Total membership: 15 ~~or 16~~.

3. Faculty and Administrative Staff Personnel. Purpose: to recommend policy concerning appointments, promotions...Membership: Senate 5 ~~3 or 4~~ (2 Arts and Sciences, 1 Business, 1 Education, 1 Library); Faculty 11 ~~9~~ (6 ~~4~~ Arts and Sciences, 1 Nursing, 1 Business, 4 ~~2~~ Education, 1 Library); Students 0; Administration 2. Total membership: 18 ~~14 or 15~~.

4. Learning Resources. Purpose: to recommend policy, make procedural recommendations and organizational...Membership: Senate 3 ~~or 4~~ (2 Arts and Sciences, 1 Education); Faculty 7 ~~8~~ (5 ~~4~~ Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 2; Administration 2. Total membership: 14 ~~15 or 16~~.

5. Student Life. Purpose: to recommend policy and procedures Concerning financial aid...Membership: Senate 2 ~~3 or 4~~ (1 Arts and Sciences, 1 Education); Faculty 7 (5 ~~3~~ Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 4 (3 undergraduate, 1 graduate); Administration 1 ~~2 (Assistant Dean of Students and 1 administrative designee)~~; Library 1. Total membership: 14 ~~16 or 17~~.

6. General University Matters. Purpose: to recommend policy and procedures for public relations, convocations, ...Membership: Senate 2 ~~3 or 4~~ (1 Arts and Sciences, 1 Business); Faculty 8 ~~6~~ (5 ~~3~~ Arts and Sciences, 1 Nursing, 1 Business, 2 ~~1~~ Education, 1 ~~0~~ Library) Students 2 ~~3~~; Administration 2. Total membership: 14 ~~or 15~~.

7. Institutional Studies and Planning. Purpose: to recommend policy concerning University purposes and goals...Membership: Senate 3 ~~or 4~~ (1 Arts and Sciences, 1 Business, 1 Education); Faculty 5 ~~7~~ (3 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 2; Administration 6 ~~4~~. Total membership: 16 ~~or 17~~.

8. Intercollegiate Athletics Committee. Purpose to recommend policy and procedures concerning athletic admission standards, athletic budgets...Membership: Senate 3 ~~or 4~~ (1 Arts and Sciences, 1 Business, 1 Education); Faculty 4 ~~3~~ (1 Arts and Sciences, 1 Business, 1 Education, 1 Library); Students 3 ~~4~~; Administration 2 ex-officio, non-voting (Director of Athletics, NCAA representative). Total membership: 14 ~~12 or 13~~.

9. Committee on Graduate Studies. Purpose: to recommend policy and formulate procedures concerning...Membership: Senate 3 ~~or 4~~; Dean of the Graduate School (~~ex-officio, non-voting~~), department chair or coordinator of each graduate program, ~~three members elected at~~

large annually from the graduate faculty (these members must come from separate colleges), and one graduate student selected by the Committee on Graduate Studies.

10. Honors College Committee. Purpose: to recommend policy and formulate procedures concerning Honors College admission... Membership: ~~Dean of the Honors College, Director of the Advanced Academy of Georgia, President of the Honors Council, the Registrar or his or her designee, the Director of Admissions or his or her designee, the Director of Residence Life or his or her designee are ex officio members. There shall be five faculty members from the College of Arts and Sciences, two from the Richards College of Business, and two from the College of Education. The Dean or his or her designee shall preside at Committee meetings and represent the Committee in all matters. The Committee shall elect one of its members to record action minutes. Members will serve 3 year terms and are eligible for consecutive terms. Senate 3 or 4; Faculty 6 (3 Arts and Sciences, 1 Nursing, 1 Business, 1 Education); Students 1; Administration 4 ex-officio, non-voting (Dean of the Honors College, Director of Advanced Academy, Director of Admissions, Director of Residence Life). Total membership: 14 or 15.~~

11. Technology Planning Committee. Purpose: To access and recommend policy and procedures... Membership: Senate 2 ~~3 or 4~~ (1 Arts and Sciences, 1 Business or Education); Faculty 6 (~~3~~ 2 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 3 (Appointed by the SGA); Administration 5 (~~3~~ 2 Academic Affairs, 1 Arts and Sciences, 1 Business and Finance, 1 Student Services). Total Membership: ~~15 or~~ 16. with members representing the Senate and faculty service for staggered three year terms.

~~12. Budget Committee. Purpose: to review the budget of the University and to make recommendations regarding prioritization, distribution, and implementation to the President and the Vice Presidents of the University.~~

~~Membership: Senate 3 or 4; Faculty 5 (1 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 1; Administration 2 ex-officio, non-voting (Director of Business Services, Academic Affairs.) Chair of the Committee shall be elected from the faculty members of the committee. Total membership: 11 or 12.~~

~~13. Rules Committee. Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate, to resolve disputes between Senate committees, to consider and make recommendations to the Senate regarding changes to the bylaws and policies and procedures manual, and to coordinate revisions and updates to the faculty handbook.~~

~~Membership: Senate 3 or 4; Faculty 5 (1 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 0; Administration 1 ex-officio non-voting (University attorney).~~

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

G. Standing Committees, Restriction on Membership

1. In establishing its committees, the Senate shall assign to the first eight (8) committees Senators from among its eligible members with the provisions that no committee shall have more than two senators from any one college. *The Executive Committee shall assign Senators from its eligible members to each standing committee.* The administration members designated in Article IV, section F (excluding those identified by role in the statutes) shall be appointed by the *Provost and* Vice President for Academic Affairs.

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

G Standing Committees, Restrictions on Membership

2. The President, *Provost and* Vice President for Academic Affairs, *Chair of the Senate*, and Executive Secretary of the Senate shall not be eligible to serve on the standing committees of the Senate, except in an ex-officio (nonvoting) capacity, and no faculty representative shall serve on more than one committee (other than the Committee on Graduate Studies).

4. The Executive Secretary shall notify, in writing, *the Chair of the Senate*, the deans of Arts and Sciences, Business, *Nursing*, and Education; the Director of the Library; and the *Provost and* Vice President for Academic Affairs of the number of committee positions to be filled by each unit. Such notification shall be made by February 15.

5. Election of non-senators to committees shall proceed in the same manner in each of the following ~~four~~ *five* units: the College of Arts and Sciences, Business, *Nursing* and Education; and the Library... The deans or heads of the units shall report the results of the election, in writing, to the *Chair of the Faculty Senate*, the Executive Secretary of the Faculty Senate, and to the *Provost and* Vice President for Academic Affairs before...

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

J. Ad Hoc Committees

The Senate ~~Executive Committee~~ may appoint ad hoc committees as required.