Memorandum

To: General Faculty

Date: November 12, 2012

Regarding: Agenda, Faculty Senate Meeting, November 16th at 3:00 pm TLC 1-303

The agenda for the November 16, 2012 Faculty Senate Meeting will be as follows:

1. Call to Order by Chris Huff, Past-Chair, for Jeff Johnson, Chair

2. Roll Call

3. Approval of the minutes of the October 19th meeting (**See Addendum I**)

4. Committee Reports

Committee I: Undergraduate Programs (Chair, Jim Mayer)
Action Items: (**See Addendum II**)

A) College of Arts and Humanities
   1) Department of Art
      a) ART 3215
         Request: Add
         Action: Approved

B) College of Social Sciences
   1) Department of Political Sciences
      a) Bachelor of Arts with a Major in Political Science
         Request: Modify (change Core Area F)
         Action: Approved

      b) Bachelor of Science with a Major in Political Science
         Request: Modify (change Core Area F)
         Action: Approved

      c) POLS 2601
         Request: Modify
         Action: Approved

d) POLS 3102
Request: Modify
Action: Approved

e) POLS 3601
Request: Add
Action: Approved

C) Richards College of Business
a) ACCT 4201
Request: Delete
Action: Approved

D) **General Proposal**
Action Item: (**See Addendum III**)

1) Add the following bullet point (shown in green) to *UWG Shared Governance Procedures for Modifications to Academic Programs*, item 4 (items not considered by the Senate):

- Modifications/additions/deletions of pre-major programs

Information Items:

A) **Course Deletions**

1) Make the following addition to *UWG Shared Governance Procedures for Modifications to Academic Programs*, Item number 4, third bullet (added wording in red italics):

Minor modifications to courses including: course name, description, course learning outcomes, *course deletions (with the exception of Core courses)* and prerequisites within a college or school.

Committee II: Graduate Programs (Chair, Mark S. Parrish)
Action Items: (**See Addendum IV**)

A) College of Education
1) Department of Clinical and Professional Studies
a) Master of Education with a Major in Special Education and Teaching (General Curriculum)
Request: Modify, see attachment
Action: Approved

2) Department of Learning and Teaching
a) Master of Education with a Major in Early Childhood Education
Request: Modify, see attachment
Action: Approved

b) ECED 7271 Diversity and the Classroom for Early Grades P-5
Request: Add
Action: Approved

c) ECED 7273 Family/Community Involvement for School Improvement
Request: Add
Action: Approved

B) Richards College of Business

a) Master of Business Administration
Request: Modify, see attachment
Action: Approved

Committee IV: Academic Policies Committee (Chair, David Leach)
Action Item: (**See Addendum V**)

A) The Academic Policies and Procedures committee requests that the Faculty Senate adopt the attached policy on the definition of a credit hour.

Preamble: Such a policy is required by SACS, and we are currently not in compliance. The policy drafted here bases our definition of a credit hour on the federal definition of a credit hour, highlighted in yellow in the attached **SACS document.**

To show that we are complying with the policy we will need to add information to syllabi documenting that the out of class activities that equal to two hours/week/credit hour.

Committee VII: Faculty Development Committee (Chair, Michael Keim, Chair)
Action Item: (**See Addendum VI**)

A) Faculty Development proposes changes to the Faculty Handbook in the following sections:

- 104.05 Annual Reviews of Deans
- 104.0502, C.2.d (proposed)
- 104.06 Periodic Evaluations of Deans
- 104.0601, F.2. (proposed insertion) & Results, b. (proposed insertion)
- 104.0602 Dean Evaluation Questionnaire (proposed changes to instructions).

Committee VII: Strategic Planning Committee (Chair, Robert Sanders)
Action Item: (**See Addendum VII**)

A) The UWG Strategic Planning Committee requests that the Faculty Senate accept the vision, mission, and goals statements of the UWG Strategic Plan for 2014-2020.

Committee VIII: Technology Committee (Chair, Craig Schroer)
Information Item:

A) Presentation explaining what an institutional repository is and how it could be useful for UWG. Discussion will include how institutional repositories relate to the Open Access

movement, "Creative Commons," copyright and, especially, the relationship of these topics to academic publishing and scholarly communication in general.

5. Old Business

6. New Business

7. Announcements

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
Minutes—Draft

October 19, 2012

1. Meeting convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chair Jeff Johnson at 3:05 PM.

2. Roll Call

Present
Banford, Basu-Dutt, Deng, DeNie, DeSilva, Erben, Farmer, Geisler, Gezon, Hasbun, Haynes, Jenks, Boldt (substitute for Kassis), Keim, Kramer, Leach, Lloyd, Mayer, Moffeit, Noori, Parrish, Pencoe, Ponder, Popov, Ringlaben, Robinson, Rutledge, Samples, Fleming (substitute for Sanders), Schroer, Skott-Myhre, Thompson, Van Valen, Vasconcellos, Welch, Stonier (substitute for Willox), Yeong.

Absent
Blair, DeFoor, Gant, Halonen-Rollins, Hooper, Kilpatrick, Morris, Packard, Pitzulo, Riker, Smith.

3. Approval of the minutes of the September 21st meeting

Correction: Sandra Thompson was present

Minutes approved as corrected.

4. Committee Reports

Committee I: Undergraduate Programs (Chair, Jim Mayer)
Action Items:

A) College of Education
   1) Department of Early Learning and Childhood Education
      a) Endorsement – Birth through Five
         Request: Deactivate
         Action: Approved

Item A.1.a approved by unanimous consent.

B) College of Arts and Humanities
   1) Department of Foreign Languages and Literatures
      a) Bachelor of Arts with a Major in Foreign Languages and Literatures
         Request: Modify—correct number of credit hours

Action: Approved.

Items B.1.a and B.1.d considered in a block. (See B.1.d for action)

b) Bachelor of Arts with a Major in Foreign Languages and Literatures
Request: Modify – replace Spanish certification sequence
Action: Approved. Note that wording of request was changed to the following: Add Concentration: SPANISH with certification in Early Childhood Education

Item B.1.b motion withdrawn.

c) Minor in Gender and Sexuality Studies
Request: Modify electives
Action: Approved.

Concerns were raised in reference to this change and whether or not the change will achieve goals for gender and sexuality studies. It was pointed out that disciplinary approaches vary across Colleges.

The Senate voted to send item B.1.c back to committee and it was recommended that the committee seek input from Women's Studies and Gender Studies faculty.

d) FREN 4000
Request: Add
Action: Approved

Items B.1.a and B.1.d approved by unanimous consent.

2) Department of History
   a) HIST 3500
   Request: Add
   Action: Approved. Add note that course should be repeatable for credit

   b) HIST 4209
   Request: Add
   Action: Approved

   c) HIST 4210
   Request: Add
   Action: Approved

   d) HIST 4285
   Request: Add
   Action: Approved. Add note that course should be repeatable for credit.

e) HIST 4385
Request: Add
Action: Approved. Add note that course should be repeatable for credit.

Items B.2.a-e approved by unanimous consent.

C) College of Science and Mathematics
1) Department of Computer Science
a) CS 2001
Request: Delete
Action: Approved

b) CS 4290
Request: Delete
Action: Approved

c) CS 4320
Request: Delete
Action: Approved

d) CS 4911
Request: Delete
Action: Approved

Items C.1.a-d approved by unanimous consent.

2) Department of Geosciences
a) GEOG 4400
Request: Add
Action: Approved. Course fee changed to "$45 Geosciences Science Fee"

Item C.2.a approved by unanimous consent.

D) College of Social Sciences
1) Department of Sociology
a) Bachelor of Science with a Major in Sociology
Request: Terminate Sociology Pre-Major
Action: Approved.

2) Department of Mass Communications
a) COMM 2110
Request: Add
Action: Approved

E) School of Nursing
a) Bachelor of Science in Nursing

Request: Modify
Action: Approved.

Items D.1.a-E.a approved by unanimous consent.

Information Items:

A) College of Science and Mathematics
   1) Department of Computer Science
      a) CS 1301
         Request: Modify prerequisites
         Action: Approved.

      b) CS 3151
         Request: Modify prerequisites
         Action: Approved.

      c) CS 3202
         Request: Modify prerequisites
         Action: Approved.

      d) CS 3212
         Request: Modify prerequisites
         Action: Approved.

B) **General**

Jon Anderson suggested that in the interest of streamlined procedures program changes involving pre-major programs might best be routed directly to the VPAA's office in the future. He suggested that the UPC might address this at a future meeting.

Dr. Lara Willox, Dept. of Learning and Teaching was elected chair of the General Education Subcommittee of the UPC.

Committee II: Graduate Programs (Chair, Mark S. Parrish)
Action Items:

A) College of Education
   1) Department of Leadership and Instruction
      a) Master of Arts in Teaching Major in Teacher Education
         Request: Modify
         Action: Approved

Item A.1.a approved by unanimous consent.

b) Master of Education with a Major in Secondary Education
Request: Modify, see attachment
Action: Approved

c) Master of Education with a Major in Middle Grades Education
Request: Modify
Action: Approved

Items A.1.b and A.1.c approved by unanimous consent

B) Modification to Graduate Academic Standing Policy Proposed Revision—Presented by John Ponder

Motion: Amend the Academic Standing policy for College of Education graduate programs to include the statement: "Any graduate level student earning a grade of F, regardless of his/her academic standing, will be referred to his/her program and, at the discretion of the program, may be suspended or dismissed from the program."
Action: Approved

A friendly amendment made to change "grade of F" to "grade of F or WF." Parrish acknowledged that this aligned with the committee's intent.

With friendly amendment, motion was approved unanimously.

Approved wording follows:

College of Education

Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification is defined as a cumulative GPA of 2.7 or higher.
Any graduate level student earning a grade of *F* or *WF*, regardless of his/her academic standing, will be referred to his/her program and, at the discretion of the program, may be suspended from the program.

A student will be dismissed from the following two programs if he or she earns two C's or one F.

- Ed.D. in School Improvement
- Ed.D. in Professional Counseling and Supervision

Committee IV: Academic Policies Committee (Chair, David Leach)

Action Item:

A) Proposal: The Academic Policies Committee requests that the Faculty Senate approve modifications to Section 208 of the Faculty Handbook.

Preamble: The policy was and proposed changes highlighted. The modifications improve the clarity of the section and make the following substantive changes:

Changing the title of Section 208 from "Subcommittee for Dishonesty and Grade Determination Appeals" to "Academic Appeals." This is more appropriate because Section 208 also includes general appeals for admission to the University.

Adding back the requirement that a grade appeal must be "concluded no later than one year, 12 calendar months, after the assignment of the grade." This requirement was inadvertently omitted during the previous modification.

Spells out that there are three types of academic appeals:

a. Admission appeals
b. Grade appeals (2 types - academic dishonesty and grade determination)
c. Academic Suspension (one term, one year) or Academic Dismissal from the University

Changes the name of the General Appeals Subcommittee to "Admission Appeals Subcommittee."

Motion approved by unanimous consent. (**See Attachment I**)

5. Announcements
    a. Good Librations, a series hosted by the UWG library, will begin Oct. 26. The goal is to feature resources available for scholarly work.
    b. Rutledge, Budget Committee Chair, provided an update on the faculty salary study. Sibson Consulting will conduct the study and will be on campus to discuss the faculty salary study on Wednesday, October 24th, 4:00-5:00PM in TLC 1305. A PowerPoint presentation on the methodology for the study will be provided through the All-Faculty Listserv.

6. Without objection the meeting was declared adjourned at 4:41 p.m.

Respectfully submitted,

Dawn Harmon McCord, Faculty Senate Executive Secretary

Attachment I

208 Academic Appeals

208.01 Confidentiality

Due to the sensitive nature of any appeals hearing, confidentiality will be respected in a manner consistent with relevant state law and University System of Georgia policy.

208.02 Categories of Academic-Based Appeals

There are three categories of academic-based appeals. All three are initiated by the student.

- Admission to the University (Section 208.03)
- Grade Appeals (Section 208.04), of which there are two kinds: Academic Dishonesty Grade Appeals and Grade Determination Appeals
- Academic Suspension or Academic Dismissal from the University (Section 208.05). Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (208.04) or hardship withdrawal (205.01).

Sections 208.03 and 208.04 identify the two university subcommittees of the Academic Policies Committee of the Faculty Senate established to hear admission appeals and grade appeals and include the general processes and procedures that should be followed. Given the variability and uniqueness of individual circumstances, the chairperson of a respective subcommittee may, in consultation with respective parties, suggest alternative actions/processes as issues present themselves.

- Subcommittee for Admission Appeals
- Subcommittee for Grade Appeals

208.03 Appeals of Admission to the University

A. **Undergraduate Student Applicants.** Undergraduate applicants to the university who have been denied admission may appeal that decision by submitting an appeal to the Admission Appeals Subcommittee. Applicants are advised to communicate with the Office of Admissions for instructions.
B. **Graduate Student Applicants.** Graduate applicants who are denied admission to a graduate program may appeal that decision by submitting an appeal to the relevant College or School. As appeal procedures vary by program, the applicant is advised to communicate with the College or School for instructions.
C. **The Subcommittee for Admission Appeals.** The Admission Appeals Subcommittee hears appeals made by undergraduate applicants.

    1. **Comments.** After a student has petitioned the appropriate administrative officials in the Office of Admissions, he or she has the right to appeal (in writing with supporting evidence) an adverse decision by such officials in cases of (1) admission or (2) other similar matters.

2. **Responsibilities of the Admission Appeals Subcommittee.** The chairperson of the subcommittee will be responsible, in conjunction with the Office of Admissions, for distributing appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the subcommittee in writing to the Director of Admissions.
3. **Admission Appeals Subcommittee Membership.** The chairperson of this subcommittee, in consultation with the chairperson of the Academic Policies Committee, will be responsible for appointing members no later than May of each year.
    a. **Members.** The subcommittee will be comprised of at least three faculty members (one of which should be a member of the Academic Policies Committee), one University official, and one student.
    b. **Length of Service.** Faculty members will serve a term of two years. The University official and student representative will serve one-year terms. Committee members should not be reappointed for consecutive terms.
        i. **One-Year Term.** A one-year term begins with the summer semester and runs through spring semester of the following year.
        ii. **Two-Year Term.** A two-year term begins with the summer semester and runs through spring semester of the second year.
    c. **Quorum.** Any three members of the subcommittee, at least two of which shall be Faculty, shall constitute a quorum.

D. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

208.04 Grade Appeals

A. Comments.

1. **The Subcommittee for Grade Appeals.** The Grade Appeals Subcommittee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The grade appeal procedure is explained in Section 208.04(F). Fairness and procedural safeguards are listed in Section 208.04(G).
2. **Student's Right to Appeal.** Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department that offers the course.
3. **Timetable for Grade Appeals.** Grade appeals shall be initiated by the student no later than the end of the semester following the assignment of the grade and concluded no later than one year (12 calendar months) after the assignment of the grade.

B. Definitions. There are two kinds of grade appeals.

1. **Academic Dishonesty Grade Appeal.** If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, his or her case should be considered an Academic Dishonesty Grade Appeal.
2. **Grade Determination Appeal.** If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

C. Responsibilities of the Grade Appeals Subcommittee. The Grade Appeals Subcommittee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the subcommittee will be responsible, in conjunction with the Office of the Provost and Vice President for Academic Affairs, for distributing appropriate materials to subcommittee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the subcommittee in writing to the Provost (or Provost's designee).

1. **Academic Dishonesty Grade Appeals.** In cases where there are allegations of academic improprieties, it is assumed that these cases will be related to the classroom. It would be expected that a professor who has noted improprieties would have taken some form of corrective action (see Section 207).
    a. The purpose of the Grade Appeals Subcommittee in hearing this type of student complaint is (1) to determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it relates to final grade assignment.
    b. Fairness and procedural safeguards for Academic Dishonesty Grade Appeals, Section 208.04(G)(1)(c), state that the burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
2. **Grade Determination Appeals.** Educational institutions have the responsibility for evaluating students by standards and using a grading system that is publicized and known to faculty and students. The responsibility for determining the grade of each student rests on the faculty member who has responsibility for teaching the course in which the student is enrolled. If a student feels unfairly treated by a faculty member in terms of the assignment of the final course grade, the student can initiate a Grade Determination Appeal.
    a. The purpose of the Grade Appeals Subcommittee hearing this type of student complaint is to review the totality of the student's performance in relationship to his or her final grade.
    b. Fairness and procedural safeguards for Grade Determination Appeals, Section 208.04(G)(2)(c), state that the burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.

D. Membership of the Grade Appeals Subcommittee. Faculty membership of the Grade Appeals Subcommittee will be determined no later than May of each year by the Chair of the Academic Policies Committee, and shall consist of one representative from each college, one from the Library, and one from the School of Nursing. In addition, the Chair of the Academic Policies Committee will appoint one additional University official and a student representative to serve.

1. **Length of Service.** The length of service on this subcommittee shall be for one full year (12 calendar months) starting with summer semester.
2. **Quorum.** Any five members of the subcommittee, at least three of whom are faculty, shall constitute a quorum.
3. **Role of the Chief Judicial Officer.** For Academic Dishonesty Grade Appeals, the Chief Judicial Officer of the University will be invited to sit on the committee to ensure that all due process requirements are met.

E. Faculty Availability for Grade Appeal Decisions. If a faculty member is unavailable when a grade appeal is underway, a faculty-ranked administrator may assume the faculty member's place in the decision-making process in the following circumstances.

1. **Permanently Unavailable.** If a faculty member is permanently unavailable for a grade appeals hearing because he or she is no longer employed by the University, the Department Chair is responsible for the grade and will attend the hearing. In such a case, the Department Chair is acting in the stead of the faculty member who assigned the grade.
2. **Temporarily Unavailable.**
    a. **Decision Outcome is Not Time Sensitive.** If a faculty member is temporarily unavailable, for example, on temporary leave, out of the country, or ill, and the outcome of the hearing *does not* affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will be delayed until the faculty member returns.
    b. **Decision Outcome is Time Sensitive.** If a faculty member is temporarily unavailable and the outcome of the hearing *does* affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will not be delayed. Under such circumstances, the faculty member will be represented by his or her college/school/library Dean (or Dean's Designee), rather than the Department Chair. The Chairperson of the Grade Appeals Subcommittee shall schedule an appropriately timed hearing with the Dean/Designee. Given these circumstances, and in the event of finding for the involved student, the Dean/Designee is authorized to make the appropriate grade change or other remedies congruent with the appeal finding.

F. Procedures. The student initiates the grade appeal in writing, using the Student Grade Appeal Form available from the Provost's website.

1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair.
    a. **Department Chair.** Upon receipt of the written grade appeal, the Chair (1) consults with the faculty member and the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) examines the available evidence, and (4) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).
    b. **Dean (or Dean's Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

c. **Provost (or Provost's Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals Subcommittee for a hearing.
d. **Grade Appeals Subcommittee.** At the conclusion of the hearing of the Grade Appeals Subcommittee, the chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

2. **Timetable of Appeals**
   a. **Academic Dishonesty Grade Appeal.** This appeal is defined in 208.04(B)(1). An Academic Dishonesty Grade Appeal may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student. The appeal must be concluded no later than one year (12 months) after the grade is assigned.
   b. **Grade Determination Appeal.** This appeal is defined in 208.04(B)(2). A Grade Determination Appeal shall be initiated after the final course grade is assigned, but no later than the end of the semester following the assignment of the grade, and concluded no later than one year (12 months) after the final course grade is assigned.
3. **Documentation Required for the Appeal.** A student must submit the Student Grade Appeal Form available from the Provost's website and any supporting paperwork to the Department Chair.

G. Fairness and Procedural Safeguards

1. **Academic Dishonesty Grade Appeals.** In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:

   a. The subcommittee will hear a case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college/school/library dean
   b. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
   c. The burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
   d. The student appearing before the subcommittee shall have the right to be assisted by an advisor of his or her choice.
   e. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on his or her behalf. He or she shall have opportunity to hear and question adverse witnesses. In no case shall the subcommittee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.
   f. All matters upon which a decision will be based must be introduced at the proceeding before the subcommittee. Any conclusions drawn by the subcommittee shall be based solely upon such evidence.

g. In the absence of a transcript, an audio recording of the hearing shall be made.
h. Appellants who fail to appear after proper notice will have their cases heard in absentia. The chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).

2. **Grade Determination Appeals.** In order to guarantee procedural fairness to both the student and the faculty member involved, the following procedures shall guide such hearings:

   a. The subcommittee will hear the case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college/school/library dean.
   b. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
   c. The burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
   d. Both the student and faculty member shall be given an opportunity to present his or her case and to refute the case presented by the other.
   e. All matters upon which a recommendation will be based must be introduced during the hearing before the subcommittee. Recommendations shall be based solely upon such evidence.
   f. Appellants who fail to appear after proper notice will have their cases heard in absentia.
   g. The chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).

208.05 Appeals of Academic Suspension or Academic Dismissal from the University

Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (208.04) or hardship withdrawal (205.01). The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed.

Addendum II

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [✓] Description [✓] Title [ ] Credit [ ] See Comments Faculty Senate Review Required (See Procedure)

Course Details

ART	3215	History of Media & Methods: History & Concepts of Drawing
Prefix	Number	Course Title

Lecture-based art history course on selected topics in media and methods in art. May have focus on Drawing, Sculpture, Painting, Photography, Printmaking, or other distinctive area. The course will include investigation of the conceptual and the applied in specific topic area.. May be repeated up to 9 credit hours if the topic changes.

Course Catalog Description

3		3	Summer - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ART 2201 and ART 2202, with grade of C or better.

Corequisites

Rationale

This course has been taught as Special Topics in Art History: History of Drawing in Summers of 2010, 2011, 2012 (online), with good enrollments. The department would like to make it a permanent offering while establishing the potential for it to be taught as an art historical investigation of other media and methods.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20-25

Comments

College Approvals

Kevin Shunn [APPROVED 2012-09-15]
Chair, Course Department

Denise Overfield [APPROVED 2012-09-24]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2012-11-08]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

ART 3215: History of Media & Methods:

History & Concepts of Drawing

Class has no face-to-face meetings,
meets only online asynchronously

Dr. Rita Tekippe
http://www.westga.edu/~rtekippe/

Office phone 678-839-4953 (I will check for messages)
Home Phone: 770-830-7642 (10AM-7PM only)
Do not block Caller ID so that I will answer

Office Hours:
e-mail anytime, (only e-mail within the CourseDen website)
I will respond within 24-48 hours weekdays
or you may ask for a phone appointment

Technical support for CourseDen

24 hour/7days a week help available: 1-866-588-5293
See Online Support on CourseDen entry page:
right-hand column, under Bookmarks

or e-mail distance@westga.edu
for reply within 24 hours weekdays,
or call 678-839-6248 (MF 8-5)

GOD AS ARCHITECT OF THE WORLD, Folio 1v, *MORALIZED BIBLE*, Paris, 1220-30. Ink, tempera, and gold leaf on vellum 1' 1 1/2" X 8 1/4" Osterreichische Nationalbibliothek, Vienna

WILLIAM BLAKE. *THE ANCIENT OF DAYS*. 1794; Relief etching with watercolor, 9 1/8 x 6 7/8"; British Museum, London

PREREQUISITE: Art 2201 and 2202 (C or better) or permission of the instructor

Textbooks: all available in UWG Bookstore

- **Required** :
  - Marilyn Stokstad. *Art: A Brief History*, third edition (4th okay). If you still have your Gardner *History of Western Art,* both Volumes I and II (12th or 13th edition, you may use those instead of Stokstad *Brief*
  - *A Writer's Resource* (your UWG writing handbook)
- **Optional** : Julian Brooks. *Master Drawings Close-up* (Getty, 2010)

Assigned readings on the separate calendar. Additional sources will be given as handouts, placed on the website, on Library reserve, or on CourseDen site. Material presented in class and in PPT videos presupposes that you have completed reading and writing assignments. You should expect to re-read and study texts and video PPTs again, perhaps several times. Text readings supplement lecture and CourseDen material.

Duties everyday:

- **CHECK THE CALENDAR**
- **be up-to-date with reading assignments in text**
- **be up-to-date with viewing and taking notes on the video PPT lectures**
- **check your COURSE DEN SITE for class ANNOUNCEMENTS and e-mail**
  - **Changes in schedule or assignments will be made there and it is your responsibility to look for them there and to make appropriate adjustments**

NOTE: The pace of this summer online class is very demanding, and even sometimes seems to require super-human efforts. We are taking the usual 16-week term and squeezing it into 7 ½ weeks. It is not recommended that you take more than 2 of these compressed courses, as there simply is not sufficient time to meet all the requirements involved. If you have a job, probably even two classes will be too much to handle. If you peruse the calendar, you will see that you are almost always facing a deadline of some sort, so this requires pretty constant attention. Art studio course are especially demanding as well, since they require so much time in the classroom.
I cannot make any accommodations for anyone who is overloaded in this way, as the requirements for successful completion for the course must remain the same for all who would earn the 3 credit hours associated with it.

CourseDen: We will be using CourseDen in this course, for everything. It is advisable to work with a DSL or other fast connection. Use a computer lab on campus only if it has sound (and bring your own earphones), as all the online Power Point presentations have audio tracks. If you have a dial-up connection, you are likely to encounter difficulties since there are lots of large image files associated with both lectures and tests and they will load very slowly (or not at all) if you do not have a network or DSL connection. To access CourseDen go to: http://WebCT.westga.edu/ and follow the links to CourseDen and go to the left option: CourseDen - Login. IMPORTANT: the alternative way to log into CourseDen, if UWG web is down, is through the address: http://westga.view.usg.edu . You may use ONLY the CourseDen site to communicate with me by e-mail. If you have difficulties with CourseDen connections, you should contact the helpdesk at UWG Technical support for CourseDen : distance@westga.edu or 678-839-6248 during their office hours (MF 8-5). They are very knowledgeable and helpful when you are having difficulties with your computer within the CourseDen system. If they are unavailable, please leave a message and they will return your call. After hours: there is 24 hour/7days a week help available at 1-866-588-5293, or from CourseDen entry page: right-hand column, under Bookmarks.
Please do not rely on me for technical information, as I am rarely able to help with such issues. The HelpDesk people will assist you with your specific set-up.

COURSE DESCRIPTION: An exploration of drawing throughout history and across cultures, in terms of both concept and application. There will be attention given to theories and definitions, to its roots in human thought process, to uses and purposes as well as to issues of style and technique, to the media and supports, to the ways that drawing is sometimes coordinated with other artistic activities and is sometimes independent of other forms. It will be studied with regard to how it reflects its many cultural and historical contexts. In addition to traditional drawing types like sketches and studies, we will examine maps and diagrams, developed letter forms and scripts, designs, applied draughtsmanship in its varied forms, in prints, in surface decoration, earth art, drawings in space, &C &C &C. The forms and purposes are myriad and the applications are remarkably rich and often deeply expressive.

COURSE OBJECTIVES: Through lectures, discussion, film, and writing assignments, we will explore drawing in a chronological framework -- from the earliest times, the prehistoric era, and though the standard art historical periods. Our major emphasis is on the European traditions, but we will also dabble

in drawing in some non-Western cultures, especially when those were innovative or distinctive, shedding light on our understanding of the breadth and variety of drawing as a human activity

Structure and content of the course is designed to help you:

~Identify and discuss the relevance of major and minor uses of drawing in class discussion, image study, films, research, and written work

~Develop effective communication skills through writing assignments, online discussions, and presentations

~Express the perceived contributions of the art of drawing to culture and history through written analyses of works of art and their contexts of creation and use

~Determine some specific significance of a type, category, or application of drawing through individual research and reflection and the writing of a scholarly term project based on that independent research and inductive problem solving.

As always in art history, we will examine the artworks in terms of cultural, social, and economic influences, examining works in their contexts, as they appeared at various moments, from before history to the present day. More specifically, we will examine drawing in itself and in relationship to painting, prints, architecture, architectural decoration, sculpture, photography, and other artforms; in terms of style, media, technique, and of the ways in which they evolved. We will investigate the nature of art as a visual language and the ways in which drawn works reflect distinctive contexts and ideas and uses. Course requirements presume mastery of the basic vocabulary of form, the practice of discussion in very specific terms, and will call upon your ability to verbalize spatial and artistic concepts, to be demonstrated through exams, a 3-phase research term project, and class discussions.

DEPARTMENTAL GOALS:

In addition to meeting objectives specific to the History or Drawing, this course will also address the long-range Departmental goals for Art and Art History by:

~Expanding knowledge of art and its history and promoting thorough understanding of the fundamentals of visual art as language and as product

~Helping students become accomplished in a variety of visual disciplines which might include, but are not limited to, those of art historians, artists, art educators, museum curators, and related professions

~Having students learn to make aesthetic judgments concerning their own works of art, as well as those of others

~Giving students a clear understanding of how their work fits into the historical and cultural contexts of Western and non-Western societies

~Helping students develop a sensitivity to life in its many forms while possessing the ability to think and to create independently

~Clarifying the theory, criticism, and philosophy inherent in great works of art

~ Developing skills in verbal expressions about art, especially in written forms

DISCIPLINE-SPECIFIC WRITING: This course has a "W" designation, as it is a Discipline-Specific Writing course. DSW accepts as a guiding principle that writing is valuable tool for learning and communication and that it involves planning and revisions. Therefore, the writing components of this course are designed to help you learn material, to communicate what you have learned, and to revise and polish the communication. As a DSW course, it demands a variety of informal and formal writing assignments intended to stimulate "writing to learn" (WTL) as well as "writing to communicate" (WTC). Your writing skills are assessed as part of evaluation of all written assignments. These include exams, literature assessments, online discussions, annotated bibliography, and term project phases. Evaluation is based, in part, on your revisions of your writing in response to feedback.

Remember that good writing is not a gift that you have,
but results from hard work on your part -- plan to spend the necessary time polishing your writing for grammar, clarity, spelling, logic, style, and readability.
(Do NOT say you are not a good writer—make the effort to become one)

COURSE REQUIREMENTS AND GRADING: you are responsible for all assigned readings, in texts or in supplemental materials, for material presented in video lectures, for assigned writings, and for term papers. Requirements and guidelines for term projects will be provided. Use of online lecture videos, levels of participation in discussions, and other use of CourseDen features are electronically tracked by the system, and this is used as a measure of engagement and effort in determining the grades. Grades will be calculated as follows:

Entrance Tests (3 parts)		1 point
Exam 1		10 points
Exams 2, 3	12 points each	24 points
Final Exam		25 points
Term Project : Phases 1/2: Topic formulation, resource development		9 points
Phase 3: Thesis Statement/Annotated Bibliography		9 points
Phase 4:Term Project		8 points
Phase 5: Publication & Critique		TBA
Discussion Participation & Writing (3)	5 points each	15 points
TOTAL		101 points
Extra credit opportunities will be included on scheduled exams and may be limited to those occasions. No extra credit assignments for individuals will be allowed		

** **3 PART ENTRANCE TEST**

PART 1: SYLLABUS QUIZ: YOU'RE REQUIRED TO TAKE A QUIZ OVER THE SYLLABUS AND TO MAKE AT LEAST 95% ON IT. YOU MAY RE-TAKE IT AS MANY TIMES AS YOU LIKE, UNTIL YOU DO MAKE THE ALMOST-PERFECT SCORE.

PART 2: DROPBOX SUBMISSION TRIAL: YOU ARE REQUIRED TO SUBMIT A TRIAL DOCUMENT THROUGH THE DROPBOX SYSTEM PRIOR TO THE DEADLINE DATE FOR THE FIRST DROPBOX SUBMISSION IN ORDER TO BE ALLOWED ACCESS TO THE SYSTEM.

PART 3: ATTACHMENTS: WHEN THE TRIAL DOCUMENT IS RETURNED, OPEN THE ATTACHMENT AND FOLLOW DIRECTIONS THERE. UNTIL ALL 3 PARTS ARE PASSED, YOU WILL NOT HAVE ACCESS TO ENSUING QUIZZES, ASSIGNMENTS, OR EXAMS.

DIRECTIONS FOR THESE PARTS ARE GIVEN IN COURSEDEN

SCHEDULE & READING ASSIGNMENTS: See separate calendar sheets

ONLINE DISCUSSION (DSW): There will be discussion topics posted and a discussion room open for your participation. You will receive up to 5 points for each discussion topic, with a total of 15 points possible for this activity. Variations in the credit points for discussion contributions are explained in the Discussion Board instruction on CourseDen. For this activity, you will not accumulate extra credit, but your apparent engagement and enthusiasm will result in favorable consideration if you are on the verge of a higher grade when the final tally is made. Remember that this is a Writing class in your discussions postings, and pay careful attention to your writing.

EXAMS: Each exam will be in essay format (DSW) and will be evaluated for good writing as well as appropriate identification and duscussion of works and issues. The exams will be posted as Assignments in CourseDen and will be submitted through the dropbox system there. Only the Final Exam is cumulative, but

you are expected to accrue and retain skills, concepts, and terms throughout the semester, and to consider the concepts examined throughout the course for any works that appear. Exams might include (but may not be limited to) image identifications and analysis or comparison of known or unknown works, themed essays. It is expected that you will make intelligent observations of your own, based upon thoughtful consideration of works seen in class, texts, and lecture material. Please note that the information for your exams should derive ONLY from your text, the video PPTs, and your own thought. Credit for your answers will be based upon your synthesis of those sources. Do not go surfing the web for exam answers. **Prohibited Web information that appears on any exam will result in the grade of 0 (zero) for that exam. Essay material should be derived from text, PPT video lectures and your own thoughtful consideration of those resources. No Makeup Exams Will Be Given.**

TERM PROJECT:
RESEARCH/THESIS DEVELOPMENT/ANNOTATED BIBLIOGRAPHY/TERM PAPER/CATALOGUE PRESENTATION (DSW): 3 STAGES: see calendar for dates The term project is designed and structured to develop planning and development skills. Each phase builds upon the previous ones and facilitates polishing and perfecting the ideas and the writing involved.

Ultimately, you will prepare a term project catalogue, to be presented online. The first step is to identify and formulate a theme/thesis and then conduct research on the idea, in consultation with me. Refine the thesis, explaining your argument point(s)and prepare an Annotated Bibliography as the intermediate stage of this project. After feedback on this submission, you will create an illustrated, written presentation based on your research and your observations on the topic. It will consist of 2000-3000 words (5-6 pages), plus illustrations and supporting material. The catalogue purpose is to incorporate the objects or subjects of your choice into the framework of issues of this course.

Phases one/two of the term project involves development of the topic and location of resources for the formulation of a scholarly study. During this phase, you will be given feedback and will be expected to make corrections and to re-formulate the parameters of the project as many times as necessary to arrive at a viable basis for building the rest of the research project. **This means that you will have to revise and refine until your project meets with my approval to move forward to the next phase. Failure to come to a viable formulation at phase one/two will hamper your development and movement forward to phases three and four. Conversely, solid research and thinking and thorough planning during Phases 1 /2 will lay a firm foundation and make the later phases clearer and more logical and, usually, easier.**

Phase three will be the Thesis Statement, Presentation of Artworks, and Annotated Bibliography.
Phase four will be the final presentation catalogue
Phase five is critique, for extra credit. All final projects will be published for perusal and critique by the entire class.

PLAN B??? FAILURE OF YOUR COMPUTER SYSTEM DOES NOT EXCUSE YOU FROM COMPLETING ASSIGNMENTS -- YOU NEED TO FIND A COMPUTER THAT DOES WORK AND MEET THE DEADLINES

Plagiarism at any phase of the project will result in failure of the course, and will be reported to the Vice President of Academic Affairs.

ACADEMIC HONESTY:
See http://www.westga.edu/~handbook/index.php?page=honorcode and appendix A of the student handbook) 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 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.

PLAGIARISM: This course requires that you adhere to high principles of intellectual honesty and personal integrity and that you demonstrate individual achievement in scholarship. Accordingly, any hint of transgression in this area will be dealt with harshly. **Plagiarism in any of your writing assignments or other work will result in failure of the course.** Thus, you are responsible for knowing what constitutes plagiarism and you may not plead ignorance. If you have any doubts, ask me or a librarian. To review the principles, take the time to visit these sites:

http://libguides.westga.edu/content.php?pid=10699&sid=71588
http://library.acadiau.ca/tutorials/plagiarism/

You are responsible for understanding and heeding what is presented in these websites.

Citation of sources for art history must be according to the Chicago Style, and must be presented in footnotes (preferred) or endnotes, NOT parenthetical references.

For further clarification, see http://www.westga.edu/~engdept/Plagiarism/plares.html

In the philosophical and practical realms, lack of such intellectual honesty is foolhardy. You are denying yourself the opportunities for accruing valuable personal knowledge that can serve your creative and intellectual life. At the same time, you endanger your own reputation and career here at UWG and possibly beyond (if you are expelled).

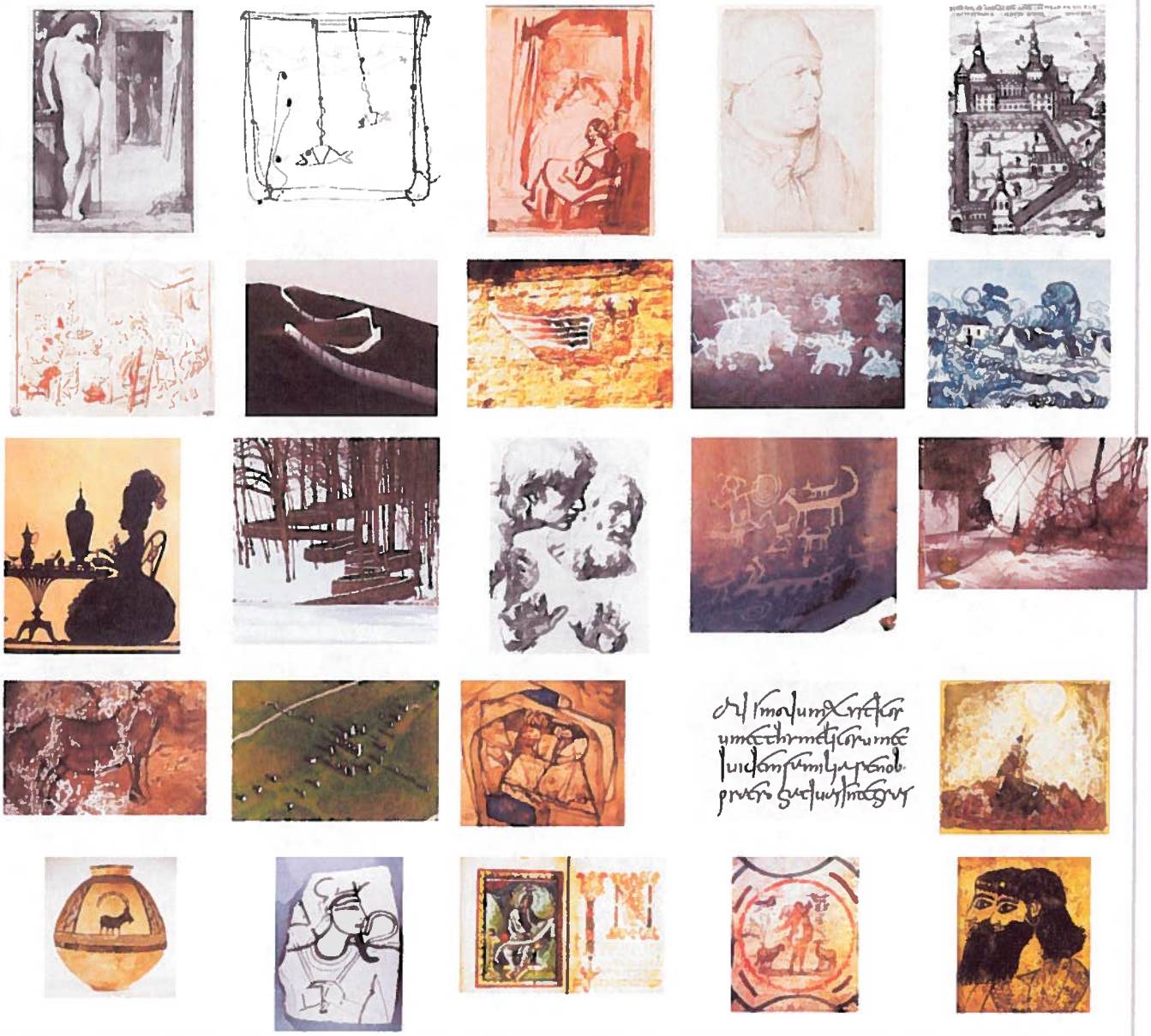
If, at any point, you have questions or problems, be sure to contact me.
I will be happy to consult with you on taking notes, preparing for exams
Any communication by e-mail must be through the CourseDen e-mail system

ATTENDANCE AND CLASS PARTICIPATION: Despite the online format and its apparent freedom in scheduling, you are still expected to "attend" class by engaging with the online lectures and to participate in discussions. You are responsible for awareness of any changes of assignment or course schedule announced through the home page or by e-mail. (check your CourseDen site at least once EVERY DAY) As thorough lecture notes and visual familiarity with images shown are essential to the successful completion of the course, you must pay careful attention to the online lectures. Power Point files are posted on the Home Page to download to your computer and print if you like, for taking notes.

The CourseDen system keeps track of every "visit" that you make there, of all discussion readings and contributions, of the times of your assignment submissions, and of your inquiries to the help desk. Examination of these records helps me to assess your participation in the online venue.

DEFINITION OF THE "ONLINE" CHARACTER OF THE COURSE: The narrated PowerPoint lectures are presented in video clips through CourseDen, and these should be your primary source of information and ideas about the works of art for exams – they are the equivalent of classroom lectures in art history. Information from those should always be synthesized with what you read in the textbook. Additionally, you should spend time thinking about the ideas and works in relationship to your studies in other disciplines, where appropriate. However, you are NOT encouraged to seek material outside of the text and video PowerPoints for exams, particularly from online websites,

except where specifically directed to do so. Despite the fact that this is an "online" class, you do not have free reign in using online materials. For your research project (3-Phase Term Project), you will be guided in gathering, assessing, and using internet research materials within specific parameters that are suitable to the scholarly purpose of the assignment. The description of the class as "online" refers primarily to the fact that the structure for the course is within the university's CourseDen system. The point of learning and taking exams here is not to "find answers," rather it is to reflect an understanding of art within cultural context and to gain skills in scholarly study from an art historical disciplined approach. For any use of ideas and materials, you must only work with explicitly allowed resources and you must be absolutely meticulous in giving credit to your sources, whether directly quoted or not –Read carefully the sections below on plagiarism and intellectual honesty.



Program View Request (Read-Only)

Originator

College of Social Sciences — College
Political Science Department — Department
Schaefer, Robert — Originator

Action

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

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Program Selection

College of Social Sciences — College
Bachelor of Arts with a Major in Political Science — Program
Bachelor of Arts with a Major in Political Science — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Bachelor of Arts — Degree Name
Spring 2013 — Effective Semester/Year

Modification Details

Change Political Science Area F requirements for the Bachelor of Arts degree.

(Max 4000 characters)

Rationale

We deleted courses that are no longer taught and now require POLS 2201 (State & Local Government) and POLS 2601 (Political Science Methods I).

(Max 4000 characters)

Planning Info

(•) Library Resources are Adequate
( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment: 75

Comments

Please see the attached document which includes the current Area F requirements and the revised Area F requirements for the B.A.

(Max 4000 characters)

College Approvals

Robert Schaefer [APPROVED 2012-05-21]
Chair, Course Department

Heather Mbaye [APPROVED 2012-09-28]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2012-11-05]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

The CURRENT POLS Area F requirements for a B.A. degree:

POLITICAL SCIENCE/PLANNING
SUGGESTED COURSES FOR CORE AREA F

Core Area F-I (Foundations of Social Science):

ANTH 1102	Introduction to Anthropology
ANTH 2001	Case Studies in Archaeology
ANTH	2002 Case Studies in Sociocultural Anthropology
BUSA 2106	Legal Environment of Business
CRIM 1100	Introduction to Criminology
CRIM 2245	Juvenile Delinquency
CRIM 2272	Introduction to Law Enforcement
CRIM 2273	Criminal Procedure
CRIM 2274	American Criminal Courts
ECON 2100	Economics for Everyone
ECON 2105	Principles of Macroeconomics
ECON 2106	Principles of Microeconomics
GEOG 1013	World Geography
GEOG 2010	Political Geography
GEOG 2503	Cultural Geography
GEOG 2505	Human Impacts on the Environment
HIST 1111, 1112, 2111, or 2112 if not taken in Area E (3 hrs. only)	
POLS 2201	State and Local Government
PSYC 1030	Human Relationships
PSYC 1101	Intro. to General Psychology
PSYC 2000	Humanistic Psychology
SOCI 1101	Introduction to Sociology
SOCI 1160	Introduction to Social Problems
XIDS 2300	Interdisciplinary Studies in the Social Sciences
XIDS 2301	Intro. to Global Studies

Core Area F-II (Basic Skills):

ACCT 2101	Principles of Accounting I
ACCT 2102	Principles of Accounting II
CISM 2201	Fundamentals of Computer Applications
CS 1030	Introduction to Computer Concepts
CS 1300	Intro to Computer Science; prerequisite MATH 1112 or 1113
MATH 2063	Introductory Statistics
HIST 2302	The Historian=s Craft: Methodology (prerequisite 3 cr. History)
MEDT 2401	Introduction to Instructional Technology (prerequisite 2.5 GPA)
POLS 2601	Political Science Methods

Two semesters of the same foreign language may count as two of the three Basic Skills.

The REVISED Area F requirements:

POLITICAL SCIENCE/PLANNING
Bachelor of Arts
SUGGESTED COURSES FOR CORE AREA F
(Revised August 17, 2012)

Core Area F-I (Foundations of Social Science): 18 hours

Required:

Foreign Language 2001 and 2002* 6 hrs

Choose four courses from the following: 12 hrs

ANTH 1101 Introduction to Anthropology
BUSA 2106
HIST 1111, 1112, 2111, or 2112 if not taken in Area E (3 hrs. only)
MATH 2063
PHIL 2010
PHIL 2020
PHIL 2030
XIDS 2100
XIDS 2300
XIDS 2301
Any 2000 level course in ACCT, CISM, CRIM, ECON, ENGL, GEOG, POLS, or SOCI
Any 1000 or 2000 level course in CS or PSYC

*Foreign language proficiency as demonstrated by successfully completing a 2002 course or by passing an exemption exam is required.

Program View Request (Read-Only)

Originator

College of Social Sciences (College) | Political Science Department (Department) | Schaefer, Robert (Originator)

Action

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Program Selection

College of Social Sciences (College) | Bachelor of Science with a Major in Political Science (Program)

Bachelor of Science with a Major in Political Science (Program Name) | On Campus (Program Location) | Undergraduate (Degree Level)

Bachelor of Science (Degree Name) | Spring 2013 (Effective Semester/Year)

Modification Details

Change the Political Science (B.S.) Area F requirements

(Max 4000 characters)

Rationale

Delete courses that are no longer taught and add POLS 2201 (State & Local Government) and POLS 2601 (Political Science Methods I).

(Max 4000 characters)

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 75

Comments

The attached document includes the CURRENT Area F requirements and the proposed REVISION.

(Max 4000 characters)

College Approvals

Robert Schaefer [APPROVED 2012-05-21]
Chair, Course Department

Heather Mbaye [APPROVED 2012-09-28]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2012-11-05]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

The CURRENT POLS Area F requirements for a B.S. degree:

POLITICAL SCIENCE/PLANNING
SUGGESTED COURSES FOR CORE AREA F

Core Area F-I (Foundations of Social Science):

ANTH 1102	Introduction to Anthropology
ANTH 2001	Case Studies in Archaeology
ANTH 2002	Case Studies in Sociocultural Anthropology
BUSA 2106	Legal Environment of Business
CRIM 1100	Introduction to Criminology
CRIM 2245	Juvenile Delinquency
CRIM 2272	Introduction to Law Enforcement
CRIM 2273	Criminal Procedure
CRIM 2274	American Criminal Courts
ECON 2100	Economics for Everyone
ECON 2105	Principles of Macroeconomics
ECON 2106	Principles of Microeconomics
GEOG 1013	World Geography
GEOG 2010	Political Geography
GEOG 2503	Cultural Geography
GEOG 2505	Human Impacts on the Environment
HIST 1111, 1112, 2111, or 2112 if not taken in Area E (3 hrs. only)	
POLS 2201	State and Local Government
PSYC 1030	Human Relationships
PSYC 1101	Intro. to General Psychology
PSYC 2000	Humanistic Psychology
SOCI 1101	Introduction to Sociology
SOCI 1160	Introduction to Social Problems
XIDS 2300	Interdisciplinary Studies in the Social Sciences
XIDS 2301	Intro. to Global Studies

Core Area F-II (Basic Skills):

ACCT 2101	Principles of Accounting I
ACCT 2102	Principles of Accounting II
CISM 2201	Fundamentals of Computer Applications
CS 1030	Introduction to Computer Concepts
CS 1300	Intro to Computer Science; prerequisite MATH 1112 or 1113
MATH 2063	Introductory Statistics
HIST 2302	The Historian=s Craft: Methodology (prerequisite 3 cr. History)
MEDT 2401	Introduction to Instructional Technology (prerequisite 2.5 GPA)
POLS 2601	Political Science Methods

Two semesters of the same foreign language may count as two of the three Basic Skills.

The REVISED Area F requirements:

POLITICAL SCIENCE/PLANNING
Bachelor of Science
SUGGESTED COURSES FOR CORE AREA F
(Revised August 17, 2012)

Core Area F-I (Foundations of Social Science): 18 hours

Choose six courses from the following: 18 hrs

ANTH 1101 Introduction to Anthropology
BUSA 2106
HIST 1111, 1112, 2111, or 2112 if not taken in Area E (3 hrs. only)
MATH 2063
PHIL 2010
PHIL 2020
PHIL 2030
XIDS 2100
XIDS 2300
XIDS 2301
Any 2000 level course in ACCT, CISM, CRIM, ECON, ENGL, GEOG, POLS, or SOCI
Any 1000 or 2000 level course in CS or PSYC
Foreign Language (1000 or 2000 level)

Course Update Request (Add, Delete, Modify)

Originator

Department	College	Originator
Political Science Department	College of Social Sciences	Schaefer, Robert

Action

Add ● Modify Delete

Modifications

☐ Prerequisites ☐ Description ☑ Title ☐ Credit ☐ See Comments Faculty Senate Review Required (See Procedure)

Course Details

Prefix	Number	Course Title
POLS	2601	Political Science Methods I

Students are introduced to various qualitative and quantitative methods used in the social sciences. They learn how to find, evaluate and ethically use appropriate information to conduct political science research. They construct research questions and write research papers using case studies, comparative methods and statistics.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
3.00	.00	3.00	Fall - 2012	Yearly	Letter Grade

Prerequisites

POLS 1101

Corequisites

Rationale

Please change the title Political Science Methods to Political Science Methods I. We have submitted a request to create a new course, POLS 3601, Political Science Methods II, as a sequence to POLS 2601.

Planning Info

● Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments

Please see our request to create POLS 3601, Political Science Methods II

College Approvals

Robert Schaefer [APPROVED 2012-02-10]
Chair, Course Department

Heather Mbaye [APPROVED 2012-04-16]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2012-11-08]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Dixon, Greg
Department	College	Originator

Action: Add ○ Modify ● Delete ○

Modifications: ☐ Prerequisites ☑ Description ☑ Title ☐ Credit ☐ See Comments — Faculty Senate Review Required · (See Procedure)

Course Details

POLS	3102	Gender and Politics
Prefix	Number	Course Title

This course is an introductory course that examines the role of gender in the field of political science. This course will explore gender oriented approaches to the range of subjects in political science (comparative politics, American politics, political theory, and international relations.)

Course Catalog Description

3.00		3.00	Fall - 2012	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

POLS 1101 or PSC 101

Corequisites

Rationale

The older version of this course: Women and Politics focused on the role of women in American politics with some reference to women in other sub-fields. In support of a rigorous program of Women's Studies and reflecting the progress of the research program within political science that applies a framework based on gender, this course should be updated to include a broader introduction to the analytical frameworks related to the study of gender in the field as a whole. The proposed changes will reflect a change in the nature of the course from one narrowly focused on women in American politics to one that serves as an introduction to the concept of gender across American politics, international relations, and comparative politics. The new emphasis of the course will also make the course more reflective of similar courses at other institutions. Basically this change provides a needed update to this course.

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

College Approvals

Robert Schaefer [APPROVED 2012-02-27]
Chair, Course Department

Heather Mbaye [APPROVED 2012-09-28]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2012-11-08]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

POLITICAL SCIENCE 3102
GENDER IN POLITICAL SCIENCE

University of West Georgia

Instructor: Gregory C. Dixon
Email: gdixon@westga.edu
Public Course Web Page: www.westga.edu/~gdixon
Online material is also available via CourseDen

Office: Pafford 125
Office Hours: TBD

COURSE DESCRIPTION:

This course is an introductory course that examines the role of gender in the field of political science. In the context of this course gender is understood as a socially constructed, hierarchical, binary separation between the masculine and feminine. This course explores the intersection of the study of gender and the study of political science. Political science is the study of the distribution of symbolic and material resources through collective forms of societal organization. This course will examine how concepts of gender are constructed and how this mechanism of construction intersects with other understandings of identity (race, class, and sexual orientation). This course will explore how these socially constructed identity frameworks constitute a system of differential power relationships that can be used as a means of understanding political processes in a range of contexts.

REQUIRED TEXTS:

Kimmel, Michael and Amy Aronson	The Gendered Society Reader, 4th Edition	978-0199733712	Oxford University Press
Hawkesworth, Mary	Political Worlds of Women: Activism, Advocacy, and Governance in the Twenty-First Century	978-0813344959	Westview Press
Lindsey, Linda	Gender Roles: A Sociological Perspective, 5th Edition	978-0132448307	Pearson Publishers

Additional readings will be posted in CourseDen in pdf format.

LEARNING OUTCOMES:

- Analyze the social construction of gender as a hierarchical separation of the male and female roles in the social system
- Assess the role of gender as one of an overlapping set of forms of identity
- Assess the role of identity in the provision of symbolic and material resources in society
- Appraise the linkages between political systems and hierarchical systems of identity
- Appraise the various models for the application of gender to the study of politics
- Analyze the contribution of gender in the subfields of American politics, international relations, and comparative politics

GRADING:

Assignments:		Letter Grade Totals:	
Exams (3, lowest dropped)	30% each	90 and up%	A
Research Paper		80 - 89%	B
Proposal	2%	70 - 79%	C
Literature Review	3%	60 - 69%	D
Final Draft	25%	59 and under	F
Facilitation of Discussion	10%		

NATURE OF THE EXAMS:

There are three take-home exams in this course. The exams will ask the student to answer a series of essay questions. Students should expect each exam to be 1800 – 2400 words in length. Due dates for the exams and details of the course assignments are provided in the Course Pack which is available on the course web page and in CourseDen. These exams are difficult and time consuming. Do not wait until the last minute to start.

NATURE OF PAPER:

Students are required to complete a 3,000 – 4500 word research paper for this course. Students are required to select a topic of interest that is relevant to international conflict and conflict management broadly defined. This topic will be framed in the form of a research question that the student will seek to answer with their research. The assignment has three parts: 1) The Research Proposal 2) A Literature Review 3) The Completed Paper
Details of the paper assignment are found in the Course Pack on the course website and on CourseDen.

FACILITATION OF CLASS DISCUSSION:

Students will be divided into groups of two to three students. Each group will facilitate the classroom discussions on a rotating basis throughout the semester. Depending on enrollment this may be one or two class meetings. Facilitators for the week will manage the class discussion for the week and guide their classmates through an exploration of the readings. This process is intended to promote active participation by all class members. Students are free to manage the course as they see fit. The assignment will be graded on the ability of the facilitators to explore the substantive content of the course assigned in the week of their facilitation. For details see the Course Pack.

SUBMISSION OF ASSIGNMENTS:

The assignments must be submitted in via CourseDen. The details of electronic submission are found in the Course Pack, but in essence the student submits the relevant file (in MS Word or Open Office odt format) through the CourseDen system. If students cannot submit via CourseDen, hardcopy submissions will be accepted.

MISSED OR LATE ASSIGNMENTS:
The assignments are in a take-home format with electronic submission and ample time is given for their completion. Students are expected to complete their assignments on time. The CourseDen system will allow late submission for about 48 hours following the due date. After this period, assignments must be submitted via hard copy. Late assignments will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or "acts of the gods". All such extensions may or may not be granted solely at the discretion of the professor.

PARTIALLY ONLINE COURSE:
This course is a hybrid (partially online) course. There are a series of lectures posted online in CourseDen and on the public web site. Students are required to listen to and/or watch the media lectures. These lectures are thematically relevant to the other material and are designed to tie other material together and to discuss key concepts in the course. In-person class time is reserved for discussion. In-person meetings will take place on a schedule indicated in the CoursePack.

ASSUMPTION OF ADULTHOOD:
This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

CLASS PARTICIPATION:
This is a seminar course. Class participation is required and is a significant portion of your grade in the class. Class participation shall be graded on the quality of the participation not simply the quantity. Students are expected to complete the required readings BEFORE the class meets each day. Students are expected to come to each class prepared to actively engage the material. Discussion questions are provided for the various topics covered in the course. The Tuesday of each week will consist of a lecture by the professor on the topic to be discussed during the week. Thursday class shall consist of a discussion of the course material based on the discussion questions provided for that week's topics. Grades for participation will be assigned based on the quality of the participation, including a demonstrated knowledge of the assigned readings and the ability to apply these readings to the course as a whole.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:
Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation.

ATTENDANCE:
Attendance will not be taken and is not required as part of the course grade. However, this course will move very quickly and covers a large amount of material. Further, this is a seminar course and your participation in the seminar is a significant factor in your overall grade in the course. *Attendance is vital to success in this course.* While the professor does not deduct points for missed classes, students are forewarned that missing lectures may significantly reduce their chances of success in the course and may result in a lower participation grade. Missing seminar discussions will adversely affect the participation grade. You cannot effectively participate if you are not here. If it is necessary to miss a class, it is the responsibility of the student to get the notes from that day of class from another student in the class.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:
On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience *truly exceptional* life events may be made if the circumstances warrant.

PRIVACY RIGHTS AND EMAIL CONTACT
Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the CourseDen interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:
There will be *NO* extra credit given in this course.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:
Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time.
At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.
Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:
All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on ***any*** assignment will

receive an F ***in the course*** (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for *any and all* violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

MODIFICATIONS TO THIS SYLLABUS:
The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department	College of Social Sciences	Schaefer, Robert
Department	College	Originator

Action

(●) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments Faculty Senate Review Required (See Procedure)

Course Details

POLS	3601	Political Science Methods II
Prefix	Number	Course Title

POLS 3601 Political Science Methods II Credits: 3.0 As a sequence of POLS 2601, this course focuses on quantitative research methods for political science. Students are introduced to quantitative data collection methods and basic statistical analyses. Lecture: 3.00 Lab: .00 College: College of Social Sciences Department: Political Science/Planning Pre-requisites: POLS 2601

Course Catalog Description

3		3	Spring - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

POLS 2601 Political Science Methods I

Corequisites

Rationale

The Political Science faculty see the need for an upper level statistics course for those students interested in graduate school.

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments

See attached syllabus for POLS 3601

College Approvals

Robert Schaefer [APPROVED 2012-02-10]
Chair, Course Department

Heather Mbaye [APPROVED 2012-04-16]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2012-11-08]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

POLS 3601 – Political Science Methods II
Credits: 3.0
As a sequence of POLS 2601, this course focuses on quantitative research methods for political science. Students are introduced to quantitative data collection methods and basic statistical analyses.

Lecture: 3.00 **Lab:** .00
College: College of Social Sciences
Department: Political Science/Planning
Pre-requisites: POLS 2601

Course Update Request (Add, Delete, Modify)

Originator

Accounting and Finance	Richards College of Business	Colley, James R. (Dr.)
Department	College	Originator

Action: Add ○ Modify ● Delete

Modifications: ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments — Faculty Senate Review Required · (See Procedure)

Course Details

ACCT	4201	Survey of Accounting Theory and Practice
Prefix	Number	Course Title

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

The course has not been offered in more than five years and there is no expectation of offering it anytime in the near future. It is a preparation course for graduate students that combines ACCT 2101 and ACCT 2102 into the same course. Currently, students who need both of the accounting principles courses in the same semester are being allowed to take the two courses at the same time. This effectiveiy eilminates the need for ACCT 4201.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

College Approvals

James R. Colley [APPROVED 2011-03-28]
Chair, Course Department

Faye McIntyre [APPROVED 2011-04-11]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

David J. Boldt [APPROVED 2011-04-11]
RCOB Undergraduate Program Committee Chair

James R. Mayer [APPROVED 2012-11-08]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Addendum III

UWG Shared Governance Procedures for Modifications to Academic Programs

Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation.
This document only addresses the UWG internal approval process.

The Provost serves as the Chief Academic Officer for the Institution. As such, all changes to programs and courses need approval of the Provost. The Dean, serving under the Provost, serves as the Chief Academic Officer for the college or school of his or her appointment. It is the responsibility of both the Dean and members of the faculty to engage in improvements and innovations in pedagogy, curriculum, and programming in an effort to increase student learning. Many of these changes should flow naturally out of market conditions, environments, national norms, and data collected and analyzed through the assessment of student learning outcomes.

The process for new or modified academic programs and curriculum normally (but not exclusively) initiates within a college or school. As such, it is the responsibility of the Dean as the chief academic officer of the college or school to manage the curriculum creation/modification process within his/her area of appointment. Each college or school has the opportunity to define internal processes for the creation and modification of curriculum and academic programs, within the boundaries of UWG and BOR policy and procedures.

When the creation or modification of an academic program or curriculum is approved by the Dean, many changes should also be submitted for consideration by the faculty senate and its committees, while others should be reported directly to the Office of the Provost and Vice President for Academic Affairs.

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

1. The following are ***actions items*** by the Senate and appropriate Senate Subcommittees:
    - New academic programs and new courses (degrees, majors, minors, concentrations, certificates, etc…)
    - Changes to a course level (i.e. changing from 3000 to 4000 level)
    - Adding to or removing a course from the Core Curriculum
    - Changes to course prerequisites that span across colleges
    - Modifying the requirements to complete an academic program, including core curriculum
    - New or modified concentrations within a degree program
2. The following are ***information items*** for the Senate:
    - Modifications to XIDS courses (Action Item by the Committee)
    - Changes in admission standards for an academic program
    - Suspending (deactivating) or eliminating (terminating) academic programs

- Offering an existing academic program more than 95% online
- Offering an approved academic program more than 50%, but less than 95% online

3. The following are ***reviewed by the Senate graduate and undergraduate programs*** committees to assure quality of academic programs
    - Comprehensive Program Reviews
    - Academic program and core curriculum learning outcome assessments
4. The following are ***not items considered*** by the Senate and should be reported directly to office of the Provost:
    - Modifications/additions/deletions to existing academic program learning outcomes, excluding core curriculum
    - Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
    - Minor modifications to courses including: course name, description, course learning outcomes, *course deletions (with the exception of Core courses)* and prerequisites within a college or school
    - Creation or modifications of assessment artifacts
    - Moving an approved course to online delivery (including both "D" and "N" sections)
    - Modifications/additions/deletions of pre-major programs

Addendum IV

Program View Request (Read-Only)

Originator

College of Education — College
Collaborative Support and Intervention — Department
Cooper, Margaret A. (Meg) — Originator

Action

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

Modifications

[ ] Program Name [ ] Program Description [ ] Degree Name [x] See Modification Details

Program Selection

College of Education — College
Master of Education with a Major in Special Education and Teaching (General Curriculum) — Program
Master of Education with a Major in Special Education and Teaching (General Curriculu — Program Name
On Line — Program Location
Graduate — Degree Level
Master of Education — Degree Name
Spring — 2013 — Effective Semester/Year

Modification Details

We are requesting to offer this program atleast 85% online.

(Max 4000 characters)

Rationale

There is more and more demand from students for teacher preparation progams to be delivered online. We attract studenis from a wide georgraphical range. Faculty have been focusing more on online instruction.

(Max 4000 characters)

Planning Info

(•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 225

Comments

(Max 4000 characters)

College Approvals

Michael T. Garrett [APPROVED 2012-06-05]
Chair, Course Department

Rebecca Stanard [APPROVED 2012-06-19]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Master of Education (MEd) – Special Education (General Curriculum/Certification)

Name: _____ **UWG ID #:** _____ **E-mail:** _____

Students who hold a clear, renewable, professional teaching certificate in special education are eligible for the 36 hour MEd program below which results in T-5 certification.

Special Education Core (30 hours) T-4 in special education.	**Gr.**	**Trans./ Substitute**	**Date taken**
SPED 6721 Professional Seminar[1]			
SPED 6715 Educational Characteristics of Learners: Mild Dis			
SPED 6766 Instructional Strategies for Mild Disabilities[2]			
SPED 6767 Differentiated Instruction for Exceptional Learners[2]			
SPED 6723 Ecological Development of Exceptional Learners[2,3]			
SPED 7705 Urban & Multicultural Issues in Special Education			
SPED 7721 Assessment in Special Education[2,4]			
SPED 6761 Classroom Behavior Management[2,4]			
EDRS 6301 Research			
SPED 6793 Practicum II: Special Education[5]			
Electives (6 hours)			
SPED 7702 Technology in Special Education			
SPED 7765 Learning Strategies and Content Enhancement			
SPED 7766 Direct Instruction Methodology for Reading and Math			
Other 6000/7000 level classes with permission of advisor			

Students who do <u>not</u> hold a clear, renewable, professional teaching certificate in special education must see an advisor and meet additional admission and certification requirements listed on the back; and must complete all pre- and co-requisites below.

Program Areas and Requirements	**Gr.**	**Trans./ Substitute**	**Date taken**
Prerequisites: (6 hours) (or equivalents)			
SPED 6706 or 2706 Special Education in the Regular Classroom			
SPED 6709 Regulations and Requirements in Special Education			
Co-Requisites (15 hours) (or equivalents)			
CEPD 6101 Psychology of Classroom Learning			
READ 3262 Introduction to Teaching Reading[6]			
MGED 4285 Math Methods for Special Educators[6]			
Georgia Technology Requirement[7]			
SPED 6792 Practicum I: Special Education[6, 8]			

[1]SPED 6721 must be taken during one of the first 2 semesters of the Special Education Core
[2]Required prerequisite: SPED 6715 Educational Characteristics of Learners
[3]Required prerequisite: CEPD 6101 Psychology of Classroom Learning (or equivalent)
[4]SPED 6723 Ecological Development of Exceptional Learners must be taken before
[5]Must be taken during the last 6 hours of the program; advance application required.
[6]Admission to Teacher Education required
[7]If you do not hold a T-4 Georgia Certificate, GA Technology requirement must be met through a PSC approved technology course.
[8]Must be taken during the last 12 hours of the program (or with advisor approval); advance application required.

Program View Request (Read-Only)

Originator

College of Education (College) | Early Learning and Childhood Education (Department) | Lewis, Barbara (Originator)

Action

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Program Selection

College: College of Education
Program: Master of Education with a Major in Early Childhood Education
Program Name: Master of Education with a Major in Early Childhood Education
Program Location: On Campus
Degree Level: Graduate
Degree Name: Master of Education
Effective Semester/Year: Fall 2013

Modification Details

See attached

(Max 4000 characters)

Rationale

See attached

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 75

Comments

(Max 4000 characters)

College Approvals

Donna Harkins [APPROVED 2012-07-26]
Chair, Course Department

Rebecca Stanard [APPROVED 2012-08-13]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

MASTER OF EDUCATION

EARLY CHILDHOOD EDUCATION

PROGRAM OF STUDY - Proposed

Name: _____ **ID#:** 917

	HRS	GR	TRF/SUB
Required Courses	**9 hrs**		
ECED 6271 P-5 School Curriculum	3		
ECED 7271 Diversity and the Classroom for Early Grades (P-5)	3		
ECED 6249 Seminar for P-5 Teachers	3		
Professional Specialization *(Choose one course from each of the five (5) areas below.)*	**15 hrs**		
1. ECED 7259 Investigating Methods & Materials in Mathematics **or**	3		
College of Science and Mathematics content in related area as approved by advisor	3		
2. ECED 7260 Investigating Methods & Materials in Science **or**	3		
College of Science and Mathematics content in related area as approved by advisor	3		
3. ECED 7262 Investigating the Language Arts **or**	3		
College of Arts & Humanities content in related area as approved by advisor	3		
4. ECED 7264 Investigating Social Studies Methods **or**	3		
College of Arts & Humanities or Social Sciences content in related area as approved by advisor	3		
5. ECED 7265 Parent Ed for Teachers & Child Care Workers **or**	3		
ECED 7266 The Young Child: Home & Community **or**	3		
ECED 7273 Family/Community Involvement for School Improvement	3		
Research/Assessment *(Choose one course from each of the two (2) areas below)*	**6 hrs**		
1. EDRS 6301 Research in Education **or**			
Other research course approved by advisor	3		
2. Assessment course approved by advisor	3		
Related Studies/Electives *(Choose two courses from the entries below.)*	**6 hrs**		
1. ECED 7263 Writing Across the Curriculum **or**	3		
2. ECED 7267 Teaching Creative Arts **or**	3		
3. ECED 7268 Teaching Creative Dramatics **or**	3		
4. ECED 7272 Classroom Management for Early Grades (P-5) **or**	3		
5. K-5 Mathematics Endorsement (EDME 7271/ 7271L, 7272/7272L, 7273/7273L) **or**	12		
6. Reading Endorsement (READ 7271, 7263, and 7201) **or**	9		
7. ESOL Endorsement (PTED 7239, 7240, 7241) **or**	9		
8. Other Electives (Reading, Technology, Media, Leadership, Special Education, Foundations, Educational Psychology, etc.) as approved by advisor	Varies		

Program Notes:

1. Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for a Level 4 Early Childhood Education clear and renewable certificate **or** possession of a valid Level 4 Early Childhood Education clear and renewable certificate.
2. ECED 6271 must be taken within the first two semesters of admission to the program.
3. ECED 6249 must be taken within the last two semesters before completion of the program.
4. ECED 6271, ECED 7271, and ECED 6249 are required courses.
5. To enroll in the K-5 Mathematics Endorsement, educators must have at least one year of teaching experience and must have a valid clear renewable level 4 or higher teaching certificate in one of the following fields: Early Childhood Education (P-5); Middle Grades Mathematics (4-8); Special Education General Curriculum/Early Childhood Education (P-5). Educators holding any of the following certificates combined with a core academic content concentration in mathematics are also eligible to enroll: Special Education General Curriculum (P-12); Special Education Adapted Curriculum ((P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12); and Gifted Education (P-12).
6. Completion of the K-5 Mathematics Endorsement requires six (6) semester hours beyond degree requirements.
7. Completion of the Reading Endorsement or the ESOL Endorsement requires three (3) semester hours beyond degree requirements.
8. Candidates will be required to document clinical experiences with diverse students on Tk20 as part of the exit requirements for this program.

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

Area Chair signature: _____ Date: _____

MASTER OF EDUCATION
EARLY CHILDHOOD/ELEMENTARY EDUCATION
PLAN OF STUDY - Current

Name: _____ ID#: _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB		HRS.	GR	TRF/ SUB
Professional Education	**15**			**Content Specialization (choose one each from at least 4 different areas)**	**12**		
1. *CEPD 6101 Psy of Classroom Learning	3			1. ECED 7261 Lit for the Young Child or	3		
2. *ECED 6249 Sem for P-5 Teachers	3			ECED 7262 Investg the Lang Arts or	3		
3. *ECED 6271 P-5 School Curriculum	3			ECED 7263 Writing Across the Curr or	3		
4. Choose one from:				READ 7271 Rdg Theory, Dev & Prac or	3		
ECED 6261 Dev Affective Curricula	3			READ 6262 Meth & Mat in the Tching of Rdg or	3		
ECED 6262 Lang Dev: Imp for the Childhood Educator	3			READ 7263 Diag & Corr of Rdg Problems	3		
ECED 7272 Classrm Mgt for Early Grades (P-5)	3			2. ECED 7264 Investg SS Methods or	3		
PTED 7240 Issues in App Linguistics	3			ECED 7265 Parent Ed for Teachers & Child Care Workers or	3		
PTED 7242 Lang-Minority Ed & Culture	3			ECED 7266 The Yng Child: Home & Community or	3		
				Arts/Science Content in Social Studies as approved by advisor	3		
5. Choose one from:				3. ECED 7267 Tchg Creative Arts or	3		
EDFD 7303 Culture & Society in Ed	3			ECED 7268 Tchg Creative Dramatics or	3		
EDFD 7305 History of American Ed	3			Arts/Science Content in Art or Music as approved by advisor	3		
EDFD 7307 Critical Issues in Ed	3			4. ECED 7259 Investg Meth & Mat in Mathematics or	3		
EDFD 7309 Phil Found of Ed	3			Arts/Science Content in Mathematics as approved by advisor	3		
PTED 7246 Comparative Ed	3			5. ECED 7260 Investg Meth & Mat in Science or	3		
Research	**3**			Arts/Science Content in Science as approved by advisor	3		
1. EDRS 6301 Research in Ed or	3			6. PHED 6667 Found of Nutrition or	3		
ECED 6290 Rdg, Interpreting, & Applying Research	3			PHED 6670 Movement for Children in PE & Sport	3		
Electives (Approved By Advisor)	**6**						
1.	3						
2.	3						
				Total Program	**36**		

*** Required Courses; see program notes on reverse side.**

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____ DATE: _____
(Designee)

MASTER OF EDUCATION
EARLY CHILDHOOD/ELEMENTARY EDUCATION
ADVISEMENT SHEET

Name: _____ ID# _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Work Phone: _____ Initial Assessment Date: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

_____

Present Certification (Field and Level):_____

Praxis II or TCT Date Passed: _____ Area: _____

ADMISSION REQUIREMENTS	**COMPLETION DATES**
_____ Undergraduate GPA	_____ Initial Advising
_____ GRE Scores	_____ Applicant for Candidacy
_____ (Verbal)	_____ Department Exam
_____ (Analytical/Quantitative)	
_____ Letters of Reference	
_____ Date Admitted to Graduate School	

Program Notes

1. Admission to this program requires a Level 4 Early Childhood clear, professional teaching certificate.
2. If not taken earlier, SPED 2706, Introduction to Special Education, must be completed.
3. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
4. ECED 6271 should be taken within the first two semesters of the M.Ed. program.
5. ECED 6249 should be taken within the last two semesters of the M.Ed. program.
6. ECED 6288 is required only if student is not currently teaching in a PreK-5 classroom.

Rationale for the Modification of the Early Childhood Education

Master's Degree Program

Ongoing evaluative feedback from university faculty, public school personnel, and students has resulted in the modification of the M. Ed. program in Early Childhood Education. The following changes will strengthen advanced candidates' knowledge and skills, and will facilitate positive learning outcomes for P-5 students.

Required Courses (9 semester hours):

ECED 6271 – P-5 School Curriculum

ECED 7271 – Diversity and the Classroom for Early Grades (P-5)

ECED 6249 – Seminar for P-5 Teachers

These required courses will provide a core of essential knowledge for advanced candidates through exploration of National Board for Professional Teaching Standards (NBPTS) propositions, critical study of the design and implementation of curricula for P-5 students, and examination of issues related to cultural pluralism and global perspectives with regard to equitable education of diverse student populations.

Professional Specialization (15 semester hours):

ECED 7259 – Investigating Methods and Materials in Mathematics **or** College of Science and Mathematics content in related area

ECED 7260 – Investigating Methods and Materials in Science **or** College of Science and Mathematics content in related area

ECED 7262 – Investigating the Language Arts **or** College of Arts and Humanities content in related area

ECED 7264 – Investigating Social Studies Methods **or** College of Arts and Humanities content in related area

ECED 7265 – Parent Education for Teachers and Child Care Workers **or**

ECED 7266 – The Young Child: Home and Community **or**

ECED 7273 – Family/Community Involvement for School Improvement

The courses in this section will provide a deeper understanding of the core content areas in P-5 classrooms and will familiarize advanced candidates with issues related to partnering with families and community agencies to improve P-5 learning outcomes.

Research / Assessment (6 semester hours):

EDRS 6301 **or** other research course approved by advisor

Assessment course approved by advisor

These courses will acquaint advanced candidates with the general principles of quantitative and qualitative research and will provide knowledge and understanding of assessment as it relates to positive learning outcomes and improving student achievement.

Related Studies / Electives (6 semester hours):

ECED 7263 – Writing Across the Curriculum **or**

ECED 7267 – Teaching Creative Arts **or**

ECED 7268 – Teaching Creative Dramatics **or**

ECED 7272 – Classroom Management **or**

K-5 Mathematics Endorsement (EDME 7271/7271L, EDME 7272/7272L, EDME 7273/7273L) **or**

Reading Endorsement (READ 7271, READ 7263, READ 7201) **or**

ESOL Endorsement (PTED 7239, PTED 7240, PTED 7241) **or**

Other electives (Reading, Technology, Media, Leadership, Special Education, Foundations, Educational Psychology, etc.) as approved by advisor

Advanced candidates may choose electives or may choose to begin work on an endorsement which will enhance their classroom practice and will positively impact P-5 student achievement. The Reading Endorsement and ESOL Endorsement will require three (3) semester hours beyond program requirements. The K-5 Mathematics Endorsement will require six (6) semester hours beyond program requirements.

Course Update Request (Add, Delete, Modify)

Originator

Early Learning and Childhood Education	College of Education	Lewis, Barbara
Department	College	Originator

Action

(●) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments Faculty Senate Review Required (See Procedure)

Course Details

ECED	7271	Diversity and the Classroom for Early Grades P-5
Prefix	Number	Course Title

Students will examine issues relating to cultural pluralism and global perspectives, equitable education of diverse student populations, and aspects of teacher behavior, cultural variations, and student variations relevant to learning and teaching. Topics will include the theoretical foundations of multicultural education, the importance of cross-cultural communication, and major theoretical and empirical approaches to classroom management. Students will also examine, evaluate, and develop curricular materials, decision making and problem solving skills, and techniques to effectively instruct and manage within learning environments of diverse populations of P-5 students.

Course Catalog Description

3	0	3	Fall - 2013	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

As part of the revision of the M. Ed. in Early Childhood Education, this course was added as a program required course to ensure that advanced candidates examine issues related to cultural pluralism, global perspectives, and equitable education of diverse P-5 student populations.

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 75

Comments

College Approvals

Donna Harkins [APPROVED 2012-07-26]
Chair, Course Department

Rebecca Stanard [APPROVED 2012-08-13]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

ECED 7271 – DIVERSITY AND THE CLASSROOM FOR EARLY GRADES (P-5)

Semester Hours 3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Telephone

Email Direct Line:
Department Line:

Fax

Online Support

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

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

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

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

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

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

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

COURSE DESCRIPTION

Students will examine issues relating to cultural pluralism and global perspectives, equitable education of diverse student populations, and aspects of teacher behavior, cultural variations, and student variations relevant to learning and teaching. Topics will include the theoretical foundations of multicultural education, the importance of cross-cultural communication, and major theoretical and empirical approaches to classroom management. Students will also examine, evaluate, and develop curricular materials, decision making and problem solving skills, and techniques to effectively instruct and manage within learning environments of diverse populations of P-5 students.

CONCEPTUAL FRAMEWORK

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

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

APPROACHES TO INSTRUCTION

Various pedagogical methods include individual reflection, interactive technology and multimedia, small group projects and presentations, cooperative group work sessions, mastery lessons, simulated activities, etc.

COURSE OBJECTIVES

Students will:

1. reflect and formulate a personal philosophy with respect to the role of the teacher in providing an equitable education for all students and in creating and maintaining a culturally responsive learning environment;
   (Bennett, 2003; Genesee, 1995; Manning & Baruth, 2004)
   (Conceptual Framework Descriptors: Reflective, Culturally Sensitive, Empathetic, Knowledgeable)
   (Standards: NBPTS 1, 4)

2. identify and discuss characteristics of a learning environment that is culturally and linguistically responsive;
   (Bennett, 2003; Nieto, 2004)
   (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Lifelong Learners, Empathetic, Knowledgeable, Reflective)
   (Standards: *NBPTS 3, 4*)

3. describe activities/strategies that teachers can use to engage and promote the involvement of *all* families in education;
   (Bennett, 2003; Manning & Baruth, 2004; Taylor & Whittaker, 2003)
   (Conceptual Framework Descriptors: Adaptive, Decision Makers, Culturally Sensitive, Lifelong Learners, Empathetic, Knowledgeable, Reflective)
   (Standards: NBPTS 1, 2, 5)

4. engage in dialogue and research about the educational process, structural inequalities, and privileges from different/multiple perspectives;
   (Derman-Sparks & Ramsey, 2006; Freire, 1970)
   (Conceptual Framework Descriptors: Knowledgeable, Culturally Sensitive, Empathetic, Reflective)
   (Standards: NBPTS 4, 5);

5. evaluate a unit/chapter of instruction and adapt it for use with diverse learners;
   (Bennett, 2003; Gorski, 2001; Manning & Baruth, 2004)
   (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Lifelong Learners, Empathetic, Knowledgeable, Reflective)
   (Standards: NBPTS 1, 2, 5)

6. examine hypothetical and real-life case studies to formulate solutions to problem situations in a classroom environment considering teacher behavior, cultural variations, and student variations in the problem solving process relevant to the classroom.
   (Iverson, 2003; Landau, 2004; Manning & Bucher, 2003)
   (Conceptual Framework Descriptors: Decision Makers, Culturally Sensitive, Empathetic, Collaborative, Reflective)
   (Standards: NBPTS 1, 2, 3, 4, 5)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text and Readings:

Gollnick, D. M., & Chinn, P. C. (2006). *Multicultural education in a pluralistic society*. Upper Saddle River, N.J: Pearson/Merrill/Prentice Hall.

Selection of articles and/or texts related to course topics will be assigned to students. These selections will be taken from articles/texts such as those listed as Supplemental Texts.

Supplemental Texts:

Chenoweth, K. (2007). *"It's being done": Academic success in unexpected schools.* Cambridge, MA: Harvard Education.
Freire, P. (1970). *Pedagogy of the oppressed.* New York, NY: Continuum International.
Hale, J. (2001). *Learning while black: Creating educational excellence for African American children.* Baltimore, MD: John Hopkins University
Kozol, J. (2005). *The shame of the nation.* New York, NY: Three Rivers.
Landsman, J. (2001). *A white teacher talks about race.* Lanham, MD: Scarecrow.
Lee, S. (1996). *Unraveling the "Model Minority" stereotype: Listening to Asian American youth.* New York, NY: Teachers College.
Valenzuela, A. (1999). *Subtractive schooling: U.S.- Mexican youth and the politics of caring.* Albany, NY: State University of New York.

Required Instructional Resource: Tk20 Subscription

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

References:

Bennett, C. I. (2007). *Comprehensive multicultural education: Theory and practice*. Boston, MA: Pearson Allyn and Bacon.
Burden, P. R. (2003). *Classroom management: Creating a successful learning community* (2nd ed.). New York, NY: Wiley.
Cangelosi, J. S. (2004). *Classroom management strategies: Gaining and maintaining students' cooperation* (5th ed.). Hobeken, NJ: Wiley.
Charles, C. M., & Senter, G. W. (2002). *Elementary classroom management* (3rd ed.). Boston, MA: Allyn & Bacon.
Cipani, E. (2004). *Classroom management for all teachers: 12 plans for evidence-based Practice* (2nd ed.). Upper Saddle River, NJ: Pearson.
Coloroso, B. (1994). *Kids are worth it!* Toronto: Somerville House.
Derman-Sparks, Louise and Patricia G. Ramsey. (2006) *What if all the kids are white? Anti-bias multicultural education with young children and families.* Washington, DC: National Association for the Education of Young Children.
Edwards, C. H. (2000). *Classroom discipline and management* (3rd ed.). New York, NY: Wiley.
Genesee, F. (1995). *Educating second language children.* Cambridge: Cambridge University.
Gorski, P. (2001). *Multicultural education and the internet: Intersections and integrations.* Boston: McGraw Hill.
Howard, G. (2006). *We can't teach what we don't know - White teachers, multiracial and schools* (2nd ed.). New York, NY: Teachers College.
Iverson, A. M. (2003). *Building competence in classroom management and discip*line (4th ed.). Upper Saddle River, NJ: Merrill.
Jones, J., & Jones, J. (2000). *Comprehensive classroom management.* Boston: Allyn and Bacon.

Landau, B. M. (2004). *The art of classroom management: Building equitable learning communities* (2nd ed.). Upper Saddle River, NJ: Pearson.

Manning, M., & Baruth, L. (2004). *Multicultural education of children and adolescents* (4th ed.). Boston, MA: Pearson.

Manning, M. L., & Bucher, K. T. (2003). *Classroom management: Models, applications, and cases*. Upper Saddle River, NJ: Merrill.

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education* (4th ed.). Needham Heights, MA: Longman.

Taylor, L., & Whittaker, C. (2003). *Bridging multiple worlds: Case studies of diverse educational communities*. Boston: Allyn and Bacon.

Weinstein, C. S., & Mignano, Jr., A. J. (2003). *Elementary classroom management: Lessons from research and practice* (3rd ed.). New York, NY: McGraw-Hill.

Wolfgang, C. H. (2003). *Solving discipline and classroom management problems: Methods and models for today's teachers* (5th ed.). New York, NY: Wiley.

Zinn, H. (2001). *A peoples' history of the United States: 1492-present*. New York, NY: Harper Collins.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. **Philosophy paper:**

   Write a personal philosophy detailing the role of the teacher in providing an equitable education for all students and in creating, maintaining, and managing a culturally responsive learning environment. This paper should communicate your philosophy about:
   a. instructional strategies;
   b. curriculum components;
   c. classroom rules/procedures, consequences, and rewards;
   d. student and teacher relationships; and
   e. administrative and parental influences.
   A rubric will be provided.
   (Course Objective 1)

2. **Learning environment project:**

   After exploring the elements of a culturally responsive classroom you are going to turn a critical eye to your own classroom or a classroom you can visit. Using the checklist we created in class examine your own classroom. Then reflect on what changes you could make to enhance your classroom or the classroom you visited. The assignment will be discussed further in class and a rubric will be provided.
   (Course Objectives 2, 4, & 6)

3. **Family engagement project:**

   After class discussion and presentation regarding family inclusion, devise a plan to engage all parents in your actual classroom or a hypothetical classroom. The plan should address

specifically how you are going to communicate with parents, what you are going to communicate, how you plan to involve parents throughout the school year, and devise a family event. More details about this project will be provided in class and a rubric will be provided.
(Course objectives 1, 2, 3, 4, & 6)

4. **Curriculum critique:**

   You are expected to review and critique an actual multicultural curriculum. You may choose one from your classroom or school. In your presentation, you should describe the criteria you are using to evaluate it and demonstrate how you used it. The curriculum critique will be presented orally. A rubric will be provided.
   (Course objectives 4, 5, & 6)

5. **Reflective responses:**

   This assignment will be a literature response project utilizing digital story telling using the text connections framework. A checklist will be used to grade each response.
   (Course objectives 1, 4, & 6)

Evaluation Procedures:

Assignment	Points	Assessment Tools	Due Date
Philosophy paper	20	Rubric	
Learning environment project	20	Rubric	
Family engagement project	20	Rubric	
Curriculum critique	20	Rubric	
Reflective responses	20	Checklist	

Grading

Grading Policy:
A = 90- 100 B = 80- 89 C = 70- 79 F = below 69

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

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

CLASS OUTLINE (Tentative and subject to change at the discretion of the Instructor)

Date	Topic	Assignments Due	Assignments in Progress
Week 1	Course overview		
Week 2	Gollnick, D. M., & Chinn, P. C. Chapter 1		• Philosophy Paper
Week 3	Gollnick, D. M., & Chinn, P. C. Chapter 2		• Philosophy Paper • Curriculum Critique
Week 4	Gollnick, D. M., & Chinn, P. C. Chapter 3		• Philosophy Paper • Curriculum Critique
Week 5	Supplemental text	Philosophy paper	
Week 6	Gollnick, D. M., & Chinn, P. C. Chapter 4		• Learning Environment project • Curriculum Critique • Supplemental text Text Connections
Week 7	Supplemental text		• Curriculum Critique • Supplemental text Text Connections
Week 8	Gollnick, D. M., & Chinn, P. C. Chapter 5	Curriculum Critique	• Learning Environment project • Supplemental text Text Connections • Term Project
Week 9	Supplemental text		• Learning environment project • Supplemental text Text Connections • Term Project

Date	Topic	Assignments Due	Assignments in Progress
Week 10	Gollnick, D. M., & Chinn, P. C. Chapter 6	Learning Environment project	• Family Engagement project • Supplemental text Text Connections • Term Project
Week 11	Gollnick, D. M., & Chinn, P. C. Chapter 7		• Supplemental text • Family engagement project • Text Connections • Term Project
Week 12	Gollnick, D. M., & Chinn, P. C. Chapter 8	Family Engagement project	• Reflective response • Supplemental text Text Connections • Term Project
Week 13	Supplemental text		• Reflective response • Supplemental text Text Connections
Week 14	Gollnick, D. M., & Chinn, P. C. Chapter 9	Supplemental text Reflective response	
Week 15	Round Table	Course Reflection	

Course Update Request (Add, Delete, Modify)

Originator

Early Learning and Childhood Education	College of Education	Lewis, Barbara
Department	College	Originator

Action

(●) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments Faculty Senate Review Required (See Procedure)

Course Details

ECED	7273	Family/Community Involvement for School Improvement
Prefix	Number	Course Title

Family/Community involvement for School Improvement is designed to acquaint teachers of early childhood and elementary grade children with techniques for working with and involving families and communities. In this course, four areas of parent and community involvement will be emphasized: home-school communication, parent education, volunteerism, and public/community relations.

Course Catalog Description

3	0	3	Fall - 2013	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

As part of the revision of the M. Ed. in Early Childhood Education, this course was added as an option for advanced candidates to acquaint them with areas of parent and community involvement for school improvement and to familiarize them with techniques for working with and involving families and communities.

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 75

Comments

College Approvals

Donna Harkins [APPROVED 2012-07-26]
Chair, Course Department

Rebecca Stanard [APPROVED 2012-08-13]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

ECED 7273 – FAMILY /COMMUNITY INVOLVEMENT FOR SCHOOL IMPROVEMENT

Semester Hours: 3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone Direct Line:
Department Line:

Email

Online Support

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

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

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

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

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

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

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

COURSE DESCRIPTION

Family/Community Involvement for School Improvement is designed to acquaint teachers of early childhood and elementary grade children with techniques for working with and involving families and communities. In this course, four areas of parent and community involvement will be emphasized: home-school communication, parent education, volunteerism, and public/community relations.

CONCEPTUAL FRAMEWORK

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

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

APPROACHES TO INSTRUCTION

For this course, we will draw on several pedagogical methods including: hands-on activities, small group discussions, reflective activities, and interactive discussions.

COURSE OBJECTIVES

Students will:

1. increase their knowledge of the wide array of evidence-based family interventions that can be used to prevent or treat problems in youth by improving parenting and family relationships; (Mapp, 2002; see also Chrispeels and Rivero, 2000)
   (Conceptual Framework Descriptors: Knowledgeable, Empathetic)
   (Standards: NBPTS 1, 5)

2. demonstrate the necessary skills, understanding, and sensitivity to communicate effectively with parents from different backgrounds and social contexts;
(Mediratta and Fruchter, 2001; see also Gold, Simon and Brown, 2002)
(Conceptual Framework Descriptors: Knowledgeable, Empathetic, Culturally Sensitive, Proactive, Adaptive)
(Standards: NBPTS 1, 5)

3. design more effective forms of school-to-home and home-to-school communications with all families about school programs and their children's progress;
(See also Clark, 1993 and Hoover-Dempsey and Sandler, 1997; Weiss, H. B., Kreider, H., Lopez, M. E., & Chatman, C. M. 2005)
(Conceptual Framework Descriptors: Decisive, Reflective, Collaborative)
(Standards: NBPTS 1, 5)

4. provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning;
(Shaver, A. V, & Walls, R. T. 1998; Read Caspe, M., 2003)
(Conceptual Framework Descriptors: Knowledgeable, Inquisitive, Proactive)
(Standards: NBPTS 1, 5)

5. include parents in school decisions in order to develop parent leaders and representatives;
(Westat and Policy Studies Associates, 2001)
(Conceptual Framework Descriptors: Reflective, Collaborative)
(Standards: NBPTS 1, 5)

6. identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development; and
(Epstein and Sanders, 2000)
(Conceptual Framework Descriptors: Knowledgeable, Collaborative, Adaptive)
(Standards: NBPTS 1, 5)

7. critique family involvement programs in terms of developmental appropriateness, cultural competence and awareness, sensitivity to family structure, and demographics.
(de Carvalho, M. E. P.,2001)
(Conceptual Framework Descriptors: Knowledgeable, Culturally Sensitive, Reflective)
(Standards: NBPTS 1, 5)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text(s): Patrikakou, E. N., & Anderson, A. R. (2005). *School-family partnerships for children's success.* New York, NY: Teachers College Press.

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

Course References

Bailey, L. B., Silvern, S. B., Brabham, E., & Ross, M. (2004). The effects of interactive reading homework and parent involvement on children's inference responses. *Early Childhood Education Journal*, *32*(3), 173–178.

Baum, A. C., & McMurray-Schwarz, P. (2004). Preservice teachers' beliefs about family involvement: Implications for teacher education. *Early Childhood Education Journal*, *32*(1), 57–61.

Benigno, J. P., & Ellis, S. (2004). Two is greater than three: Effects of older siblings on parental support of preschoolers' counting in middle-income families. *Early Childhood Research Quarterly*, *19*(1), 4–20.

Castro, D. C., Bryant, D. M., Peisner-Feinberg, E. S., & Skinner, M. L. (2004). Parent involvement in Head Start programs: The role of parent, teacher and classroom characteristics. *Early Childhood Research Quarterly*, *19*(3), 413–430.

Chrispeels, J. H., & Rivero, E. (2000). Engaging Latino Families for Student Success: Understanding the process and impact of providing training to parents. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Clark, R. (1993). Homework-focused parenting practices that positively affect student achievement. In N. F Chavkin (Ed.), *Families and schools in a pluralistic society* (pp. 85-105), Albany, NY: State University of New York.

Clements, M. A., Reynolds, A., J., & Hickey, E. (2004). Site-level predictors of children's school and social competence in the Chicago Child–Parent Centers. *Early Childhood Research Quarterly*, *19*(2), 273–296

Desimone, L., Payne, B., Fedoravicius, N., Henrich, C. C., & Finn-Stevenson, M. (2004). Comprehensive school reform: An implementation study of preschool programs in elementary schools. *Elementary School Journal, 104*(5), 369–389.

de Carvalho, M. E. P. (2001). *Rethinking family-school relations: A critique of parental involvement in schooling.* Mahwah, NJ: Lawrence Erlbaum.

Epstein, J. L., & Sanders, M. G. (2000).Connecting home, school and community: New directions for social research. In M. T. Hallinan (Ed.), *Handbook of the sociology of education* (pp. 285 - 306), New York, NY: Kluwer Academic

Evans, M. A., Fox, M., Cremaso, L., & McKinnon, L. (2004). Beginning reading: The views of parents and teachers of young children. *Journal of Educational Psychology, 96*(1), 130–141.

Gallagher, P. A., Rhodes, C. A., & Darling, S. M. (2004). Parents as professionals in early intervention: A parent educator model. *Topics in Early Childhood Special Education, 24*(1), 5–13.

Gelber, A. M., Isen, A., & National Bureau of Economic Research. (2011). Children's schooling and parents' investment in children: Evidence from the Head Start Impact Study. Cambridge, Mass: National Bureau of Economic Research.

Gillanders, C., & Jimenez, R. T. (2004). Reaching for success: A close-up of Mexican immigrant parents in the U.S.A. who foster literacy success for their kindergarten children. *Journal of Early Childhood Literacy, 4*(3), 243–269.

Grant, K. B., & Ray, J. (2010). *Home, school, and community collaboration: Culturally responsive family involvement.* Thousand Oaks, CA: Sage Publications.

Graue, E., Clements, M. A., Reynolds, A. J., & Niles, M. D. (2004). More than teacher directed or child initiated: Preschool curriculum type, parent involvement and children's outcomes in the Child–Parent Centers. *Education Policy Analysis Archives, 12*(72), 1–38. [Available at epaa.asu.edu/epaa/v12n72/v12n72.pdf]

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

1. School Demographic Profile and Inventory of Family Needs/Climate Survey- You will create a profile report that will include:
   - A demographic report of your school using the NCES.gov or the state department of education database
   - The current Climate Survey used by your school or district and the past year's data from that instrument at your school
   - A family needs survey of your selection based on the characteristics of your school
   - A statement of the school board's policy on parental/family involvement (this can be found in a school board's policies handbook/manual and/or school board meeting minutes)
   - A template for the entire document will be provided.

   (Objectives 1, 5, 6)

2. Year Family Involvement Program Plan

   Plans must contain strategies to involve parents in helping their children succeed in school.
   - Develop an Action Plan that includes and is based on the criteria below:
     - Key strategies planned to increase meaningful family involvement that is designed to enhance home-school partnerships and improve student learning. Include these strategies in the Action Plan.
     - Strategies or process used to include parents in decision making and evaluation of the plan and/or other school related programs.
     - Process used to meet with parents of students who have not met academic standards.
     - Community collaboration and partnerships that enhance student achievement.
     - Process used to develop and implement the school/parent compact.
     - Attach a copy of the school/parent compact in relevant languages to the back of your plan.
     - Attach a copy of the School Title IA Family Involvement Plan.

   (Objectives 1-7)

3. Diversity Initiative Utilizing Four Organizations that Support Families, Children and Teachers. Family support organizations provide direct family-to-family peer support, education, advocacy and other services to family members with children. You will create an initiative that will encourage the use of resources from four statewide and/or national organizations that support families. The organizations must reflect the goals of your school's improvement plan or mission statement. A template will be provided. (Objectives 3, 4, 6)

4. Discussion Boards- Participate in online discussion about topics associated with the course content. A structured response discussion board rubric will be provided. (Objectives 1-7)

Evaluation Procedures:

Assignments	Points
1. Inventory of Family Needs/Climate Survey	**20**
2. School Demographic Profile	**10**
3. Year Family Involvement Program	**30**
4. Diversity Initiative Utilizing Four Organizations that Support Families, Children and Teachers	**20**
5. Discussion Boards	**20**
Total	**100**

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Course grades include participation in all activities and cannot be made up. Each online absence negatively affects the course grade.

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

Late Work: A grade of zero will be recorded for assignments that are not submitted on time. All written (typed) work should be proofread and edited. Errors in usage, spelling, and punctuation will negatively affect grades.

Professional Conduct: Students are expected to conduct themselves professionally. Acting professionally is an essential quality for all professionals who work in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class.
- Turning in assignments on time.
- Treating class members, colleagues, and instructor with respect.

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

CLASS OUTLINE

Date	Topic	Assignments Due	Assignments in Progress
Week1:	Introduction and Establishing Course Goals		Discussion Boards
Week 2	The Benefits of Parental Involvement	Discussion Boards	Discussion Boards Inventory of Family Needs/Climate Survey
Week 3	Overcoming Barriers to Parental Involvement	Discussion Boards	Discussion Boards Inventory of Family Needs/Climate Survey
Week 4	The Three Traditional Models of Parental Involvement	Discussion Boards Inventory of Family Needs/Climate Survey	Discussion Boards
Week 5	A Fourth Model: The Partnership Model	Discussion Boards	Discussion Boards School Demographic Profile
Week 6	Two-Way Communication During Conferences	Discussion Boards	Discussion Boards School Demographic Profile
Week 7	Positive and Problem-Solving Communication	Discussion Boards School Demographic Profile	Discussion Boards
Week 8	Dealing with Parents Who Are Upset or Angry	Discussion Boards	Discussion Boards Year Family Involvement Program
Week 9	Using Two-Way Communication Skills	Discussion Boards	Discussion Boards Year Family Involvement Program
Week 10	Parent Education and Training	Discussion Boards	Discussion Boards Year Family Involvement Program
Week 11	Enhancing Student Learning at Home and at School	Discussion Boards	Discussion Boards Diversity Initiative Utilizing Four Organization that Support

			Families, Children and Teachers
Week 12	Providing Mutual Support	Discussion Boards Year Family Involvement Program	Discussion Boards Diversity Intiative
Week 13	Making Joint Decisions	Discussion Boards	Discussion Boards Diversity Initiative
Week 14	Three Paths to Partnership	Discussion Boards	Discussion Boards Diversity Initiative
Week 15	Reflection, Synthesis and Planning	Discussion Boards Diversity Initiative Utilizing Four Organization that Support Families, Children and Teachers	

Program View Request (Read-Only)

Originator

Richards College of Business — College
Dean's Office RCOB — Department
Turner, Doug — Originator

Action

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Modification Details

Program Selection

Richards College of Business — College
Master of Business Administration — Program
Master of Business Administration — Program Name
Off Campus — Program Location
Graduate — Degree Level
Master of Business Administration — Degree Name
Spring 2013 — Effective Semester/Year

Modification Details

Utilize the existing Georgia Highlands Douglasville Georgia campus to offer the Richards College of Business Master of Business Administration (MBA) program.

(Max 4000 characters)

Rationale

See attached

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments

(Max 4000 characters)

College Approvals

Doug Turner [APPROVED 2012-06-26]
Chair, Course Department

Faye McIntyre [APPROVED 2012-08-28]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Sunil Hazari [APPROVED 2012-08-27]
RCOB Graduate Program Committee Chair

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

EXTERNAL DEGREE OFFERING OF AN APPROVED PROGRAM AT AN EXISTING BOARD APPROVED INSTRUCTIONAL LOCATION

Administrative Approval Request Form

Institution(s): University of West Georgia

College(s)/Division(s): Richards College of Business

Department(s): Graduate Program Office

Program Name: Master of Business Administration (MBA)

CIP Code: 521101

Location of the Degree Offering: Georgia Highlands Campus - Douglasville Georgia

Description: The MBA program educates students with a broad knowledge of business in order for them to perform effectively in management positions or to pursue further studies. The objectives of the MBA program are to enhance the student's ability to:

1. Communicate at a professional level in oral presentations and in writing using appropriate technologies.
2. Work effectively with others and lead in organizational situations.
3. Identify how globalization affects organizations and their environment.
4. Recognize the importance of ethical decision making.
5. Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies.

Need: The adoption and formalization of the MBA curriculum at the Douglasville campus completes the MBA distribution plan of the Richards College of Business. This design offers the MBA curriculum at three different, but reasonably accessible locations. The campuses are Carrollton, Newnan, and Douglasville. The Carrollton campus offers the complete MBA program in three semesters beginning in the fall of each year. The Newnan and Douglasville campuses offer the complete MBA program in a period of six semesters beginning in alternate spring semesters. The proximity of the three campus locations is critical to the competitive differentiation strategy to allow students the flexibility to alter their schedule, thus accelerating or slowing their rate of completion based on individual factors.

Demand: Douglas County is one of the most rapidly growing areas in the state. Based on the state Census Bureau more than 20 percent of the population had received their bachelor's degree or a higher degree between 2000 and 2010. Offering an MBA program at the Georgia Highlands Douglasville campus will assist in meeting this demand and will enable the University of West Georgia to compete with other institutions in this market.

Projected Enrollment: Two courses will be offered at this location per semester serving approximately 20 students.

Cost: The principle structural and infrastructure cost has already been absorbed by Georgia Highlands in developing the Douglasville location. Ancillary support and maintenance cost will be minimal if any. Minimal additional advertising cost, if any, are expected as the MBA program is currently marketed by the Richards College of Business. Labor costs are restricted to faculty support where the course offerings at Douglasville are restricted to two per semester.

Total Credit Hours Required for Completion: 30 hours

Proposed Start Date: January 2013

Contact information for the lead person at the instructional site: Dr. Hope Udombon, Administrative Director of Graduate Business Programs, Richards College of Business, University of West Georgia, 678.839.5355, hudombon@westga.edu.

Contact information for the lead contact individual for the academic program: Dr. Hope Udombon

Include a signed letter of non-objection or support from the president of any institution in close proximity to the site that offers a similar program.

Addendum V

University of West Georgia
Prescribed Format for Institutional Policy

POLICY NUMBER: (Assigned by the University General Counsel)

POLICY NAME: Policy on the Definition of a Credit Hour

SIGNATURE OF THE PRESIDENT

CREDIT HOURS

Policy Statement

FULL POLICY TEXT

The University of West Georgia grants one semester hour of academic credit based on seat time or competency.

The seat time required for one semester credit hour must be equal to or greater than one hour (A university hour being 50 minutes as noted in the federal definition of a credit hour) of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks. This includes the work time equivalent for any credit bearing activity including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Where available, the university grants academic credit for students who verify, via competency-based testing, they have accomplished the learning outcomes associated with a course that would normally meet the seat time requirement outlined above (i.e. A.P. credit, CLEP, and department exams).

POLICY ADMINISTRATION

Short Title: Credit Hour policy

Effective Date: January, 2013

Cancels/Supersedes: N/A

Revision Dates: N/A

Oversight: Registrar and Academic Affairs

Authority and Purpose: To establish the measurement granting of academic credit to students by the University of West Georgia

Definitions: Please see the attached SACS COC Commission Policy Statement

Southern Association of Colleges and Schools
Commission on Colleges
p1866 Southern Lane
Decatur, Georgia 30033-4097

CREDIT HOURS

Policy Statement

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Guidelines for Flexibility in Interpretation. An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

Commission Obligations in the Review of the Credit Hour. The Commission reviews the institution's (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission is obligated to make a reasonable determination regarding the institution's assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Commission is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission finds systemic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

Procedures

1. **Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions**).
The institution will be required to document compliance with Federal Requirement 4.9 (Definition of Credit Hours) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

2. **Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation**.
The institution will be required to address Federal Requirement 4.9 (Definition of Credit Hours) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, Commission staff will refer the substantive change case to the Commission's Board of Trustees if there is evidence of non-compliance with FR 4.9. For substantive change cases involving level change, the application will automatically be forwarded to the Commission's Board of Trustees.

As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the institution's degrees and nondegree programs to include a variety of academic activities, disciplines, and delivery modes. The review process for sampling encompasses a varied sample of the institution's degree and nondegree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out-of-class work, the Commission will determine whether an institution's processes and procedures result in the establishment of reasonable equivalencies for

the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.

4. The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or FR 4.9 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.

5. Comprehensive Standard 3.4.6 reads as follows: "The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery." It is to be reviewed in conjunction with FR 4.9.

Document History
Approved: Board of Trustees, June 2011
Edited: January 2012

Addendum VI

104.04 Evaluation of Academic Deans

104.0401 General Policy Statements

The Provost shall conduct annual reviews and periodic evaluations of academic Deans.

A. Purpose

The purpose of this policy is to:

1. Guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units, and to facilitate the professional development of those Deans.

2. Ensure that faculty and staff participate in the evaluation of their academic Deans.

3. Ensure Deans are afforded due process in the evaluation.

4. Afford all appropriate constituencies the opportunity to provide input.

5. Clarify the process of assembling the Review Committee, and the procedures for how it shall conduct the periodic evaluation.

6. Guide the Review Committee in producing an Evaluation Report of its findings, and delivering it to interested parties.

B. Definitions

    1. For the purposes of this policy, an Academic Dean is one who carries a title of Dean, bears responsibility for an academic unit containing faculty members, and reports to the Provost.

    2. In Sections 104.04, 104.05, and 104.06, a unit refers to a college, school, or the library.

104.05 Annual Reviews of Deans

104.0501 General Policy Statement

The Provost shall review the performance of Deans reporting to him or her annually. The following characteristics of that process shall be common to all units.

104.0502 Procedures

A. Interval of Annual Review: before the conclusion of each fiscal year.

B. Purpose and Objectives: the purpose of annual reviews of Deans is to improve the effectiveness of the unit administered, including its contribution to the effectiveness of other units and the institution as a whole. The overall objectives are:

1. To review goals and accomplishments of the Dean and unit supervised, especially as these relate to the continuing mission and strategic goals of the institution.

2. To review the Dean's job description and responsibilities, as well as the organization of the unit.

3. To review the level of resources and other support provided to the Dean and unit.

4. To discuss concerns and opportunities and to plan for changes that may be warranted or desirable.

C. Components of the Annual Review:

1. *Feedback.* The Provost shall direct the annual review process. Faculty members and staff, whenever possible, may be asked to provide input.

2. *Self report.* Each Dean under review shall provide the Provost a brief written report:
    a. Listing initiatives and professional activities undertaken during the review period.
    b. Listing achievements, areas in need of improvement, and efforts related to those areas, as well as future plans and goals for the unit.
    c. Indicating any changes that seem warranted in the Dean's job description.
    ~~c.~~d. Contextualizing the operation of the college, school, or library within the larger framework of the university.

3. *Conference with the Provost.* The conference will be an occasion to discuss the feedback received, the Dean's and the Provost's views, and future plans and goals for the unit.

4. *Dean's Annual Review Letter.* The Annual Review Letter shall be shared with the Dean and placed in his or her personnel file. The Dean may issue a written response to this document, which shall also be retained in the file.

104.06 Periodic Evaluations of Deans

104.0601 General Policy Statement

Procedures for the periodic evaluation of Deans shall be guided by three essential principles: shared governance, impartiality, and transparency. The procedures enumerated below seek to realize these principles.

A. Interval of Periodic Evaluation:

The first periodic evaluation of an academic Dean shall cover a full three-year period occurring in the Dean's fourth year of appointment. Thereafter, periodic evaluations shall cover a full four-year period and occur every five years. All periodic evaluations begin in the Fall semester and conclude in the Spring semester of one academic year. Credit for service as an Interim Dean shall be determined by the Provost in consultation with the Dean at the time of permanent appointment. After the first periodic evaluation the Provost may initiate an evaluation of a Dean at any time, but shall explain its necessity and appropriateness. Refer to Table 1 below for a sample periodic evaluation sequence.

Table 1. Sample Periodic Evaluation Sequence.

Appointment Year	Academic Year	Evaluation Year	Evaluation Review Period
1	2011-2012		
2	2012-2013		
3	2013-2014		
4	2014-2015	2014 – 2015	Evaluates Fall 2011 - Summer 2014
5	2015-2016		
6	2016-2017		
7	2017-2018		
8	2018-2019	2018 – 2019	Evaluates Fall 2014 - Summer 2018

B. Purpose and Objectives:

1. To provide the faculty and administration with information on the performance of academic Deans who report to the Provost, both annual reviews and periodic evaluations shall be practiced.

2. The periodic evaluation will help guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units and facilitate the professional development of those Deans.

3. To this end, a Review Committee shall be charged with collecting information about the performance of an academic Dean. Findings of the Review Committee shall supplement information from other sources (e.g., Annual Review Letters, unit financial documents) to provide the Provost with a comprehensive record of the Dean's performance.

C. Timeline of Evaluation:

1. The Provost shall notify the Dean of the pending evaluation and appoint the Chair of the Review Committee in the Fall semester.
2. Within five working days of receiving the Provost's notification, the Dean under evaluation notifies the faculty and staff of his or her unit of the pending evaluation.

3. Within five working days of receiving the Provost's appointment, the Chair of the Review Committee shall call for the election of six faculty members from within the unit led by the Dean. Refer to section 104.0601(D)(3) for guidance on the manner in which the Review Committee members shall be elected.
4. The Review Committee will provide its Evaluation Report to the Dean no later than February 28th of the academic year during which the evaluation is conducted.
5. The Dean has the right to review and respond to the Review Committee's Evaluation Report no later than March 28th.
6. The Review Committee's Evaluation Report and the Dean's response shall be forwarded to the Provost no later than March 30th.
7. The Chair of the Review Committee presents the results of the Dean's Evaluation Report to the faculty of the Dean under evaluation no later than April 30th.
8. In the event that the dates in this timeline fall on a weekend or holiday, the documents are due the following business day.

D. Composition of Review Committee:

    1. The Review Committee will be composed of seven members.

    2. A Review Committee Chair, who is a senior faculty member from outside the unit led by the Dean being evaluated. The Provost shall appoint the Review Committee Chair. The Chair of the Review Committee shall receive one course reassigned time.

    3. Six faculty members from within the unit led by the Dean, one of which must be a department chair. The faculty governance body from the unit led by the Dean under evaluation determines the manner in which the committee members shall be elected. In the case of a unit that does not have an elected faculty governance body, the faculty at large of the unit determine the manner in which the committee members shall be elected.

    4. The Provost and the Dean under evaluation shall have the right to object to the inclusion of a member of the committee. Both parties shall each be allowed only one objection.

    5. No person with a conflict of interest may serve as a member of the Review Committee. All personal and professional conflicts of interest must be revealed to and reviewed by the Review Committee Chair prior to the selection of faculty to serve on the Review Committee. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate, disinterested, correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the Dean are explicitly prohibited from participation.

E. Review Committee Procedures:

1. The Review Committee meets with the Provost and then with the Dean to be evaluated. At these meetings, the Review Committee:
   a. Outlines the timeline for review and the evaluation criteria.
   b. Requests relevant information to be considered during the evaluation. At this time, the Provost and the Dean may specify topics, questions, or concerns for the Review Committee to consider in making its evaluation, as well as particular individuals whose input would contribute to a complete review.
   c. Informs the Provost and the Dean of:
      1. Their right to object to one member of the Review Committee, which shall trigger the search for a new member.
      2. The right to communicate with the Review Committee throughout the evaluation process. That is, the Committee must guarantee the Provost and the Dean the right to provide input at any time during the evaluation.
2. The Review Committee shall notify the faculty of the Dean under review of the procedures guiding the evaluation process and how the principles of shared governance, impartiality, and transparency shall be realized.
   a. The notification shall include information about data collection, administration of the Dean Evaluation Questionnaire, how the identity of participants will be protected from unnecessary disclosure to the extent allowed by applicable law, and the Review Committee's guarantee to grant full access to anyone wishing to provide input at any time during the evaluation, unless a significant conflict of interest can be demonstrated.
   b. Among its procedures, the Review Committee must administer the Dean Evaluation Questionnaire to the Dean's constituency. The Dean's constituency shall include, but not be limited to, Vice Presidents, Deans, Directors, the faculty and staff of the unit, the faculty governance body of the unit, and any other individuals who interact with the Dean on a regular basis.
   c. In addition to the Dean Evaluation Questionnaire, the Review Committee shall gather information related to the topics, questions, and concerns noted by the Provost and Dean in their initial meetings.

F. Components of the Evaluation:

1. Evaluation Criteria

The evaluation criteria should be based on the duties specified in Article III, Section 2 of the Policies and Procedures of the University of West Georgia and the By Laws of the unit of the Dean under evaluation.

2. Evaluation Report

The Review Committee shall produce an Evaluation Report of its findings, which shall be descriptive in nature. The Evaluation Report shall not include interpretations of the findings, nor recommendations regarding personnel actions. However, the Review Committee may synthesize the data they collect, to include the power to edit, shorten, paraphrase or select qualitative comments as exemplary for

presentation in the report; comments received shall be presented anonymously in an appendix, so that the unbiased nature of the synthesis can be verified. The Evaluation Report shall include, but not be limited to, the following sections:

Introduction

a. Purpose of the evaluation.
b. Description of how the principles of shared governance, impartiality, and transparency have been realized through the process.
1. Description of the procedures that guided the composition of the Review Committee.
2. Disclosure of conflicts of interest, if any, and how they were handled.
3. Discussion of the timeline of the evaluation.

Methodology

a. Data collection efforts (e.g. description of the Dean Evaluation Questionnaire, distribution methods, response rate).
b. Procedures to protect the identity of participants from unnecessary disclosure to the extent allowed by applicable law.

Results

a. Descriptive analysis of data from the Dean Evaluation Questionnaire.
b. Descriptive summary of additional data collected (to include interviews with dean's peers, supervisors, and relevant external community when useful).

Conclusion

a. Purpose of the evaluation (briefly revisited).
b. Timeline for the next periodic evaluation, per guidelines in Table 1 in Section 104.0601.

G. Post-Evaluation Conference with the Faculty. The Chair of the Review Committee shall present the Evaluation Report to the faculty of the unit no later than April 30th.

104.0602 Dean Evaluation Questionnaire

The Review Committee shall use the following questionnaire to evaluate the Dean. However, each unit may include additional context-specific items to the instrument. Additional items must be placed at the end of the questionnaire in a new section labeled Unit Specific Items.

Please tell us, what is your role at UWG?

A. Administrator
~~A.~~B. Faculty Member
C. Staff Member
~~B.~~D. Other

Your responses may be quoted in the final report, but only anonymously and as part of aggregated data.
In your role as administrator, faculty, ~~or~~ staff, or other please rate the Dean of the (college, school, or library) on the following questions related to leadership, faculty and program development, fairness and ethics, communication, and administration. Please use the following scale to help with your answer:

~~1 = Strongly Agree; 2 = Agree; 3 = Somewhat Agree; 4 = Neither Agree Nor Disagree; 5 = Somewhat Disagree; 6 = Disagree; 7= Strongly Disagree; 8 = Unable to Judge.~~
1 = Strongly Disagree; 2 = Disagree; 3 = Somehwat Disagree; 4 = Somewhat Agree; 5 = Agree; 6 = Strongly Agree

If you have no experience and cannot make an informed judgment, please choose "Unable to Judge"

Leadership
The Dean…

1. articulates a clear vision for the future of the unit.
2. involves the faculty in developing plans for the unit.
3. demonstrates a commitment to intellectual integrity and the pursuit of knowledge.
4. demonstrates administrative leadership of the unit.
5. is a professional role model for the unit.
6. weighs the opinions of all segments of the unit.

Faculty and Program Development
The Dean…

7. promotes a favorable environment for individual faculty development.
8. emphasizes teaching in consideration of tenure, promotion, and merit raises.
9. emphasizes service in consideration of tenure, promotion, and merit raises.
10. emphasizes professional growth and development in consideration of tenure, promotion, and merit raises. (Note: each unit should adapt item #10 to reflect its P & T standards. For example, replace the term "professional growth and development" with "scholarship.")
11. encourages creative approaches to teaching, research, and program development.
12. is responsive to the educational needs of the region when developing new programs.
13. supports student learning outcomes in work related to faculty and program development.

Fairness and Ethics
The Dean…

14. treats all members of the unit fairly irrespective of age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status.
15. respects views that are contrary to his or her own views.
16. exhibits high ethical standards in his or her official duties.
17. strongly encourages high ethical professional standards for all members of the unit.
18. exercises sound judgment in matters relating to faculty promotion and tenure.
19. exercises sound judgment in matters relating to staff hiring and promotion.
20. arbitrates disputes among faculty, staff, and department heads fairly.
21. affords departments opportunities to explain their resource needs.
22. affords all members of the unit opportunities to explain their individual needs and concerns.

Communication
The Dean…

23. welcomes constructive criticism from all members of the unit.

24. creates an environment where individuals are free to communicate without concern of rejection or reprisal.
25. provides feedback in a constructive manner.
26. is well-informed about my department's accomplishments, challenges, and future plans.
27. communicates changes affecting all the members of the unit in a timely manner.
28. recognizes and expresses appreciation for the accomplishments of all members of the unit.
29. fosters and maintains positive external relationships.

Administration
The Dean…

30. uses administrative procedures that are clear and unambiguous for promotions, tenure, merit raises, leave, and other personnel actions.
31. exercises sound judgment in appointing associate and assistant Deans.
32. attends to administrative matters in a timely fashion.
33. conducts productive meetings.
34. handles concerns from all members of the unit well.
35. makes administrative decisions that facilitate improvement of the undergraduate programs.
36. makes administrative decisions that facilitate improvement of graduate programs.
37. integrates planning, assessment, and budgeting when making decisions.
38. is transparent about the unit's budget.
39. makes evidence-based decisions.
40. is a team player.

Open Ended Items

41. In your opinion, what are the Dean's strengths and/or contributions?
42. In your opinion, what are the Dean's weaknesses?
43. Please present any further comments you think would be helpful to the Dean in carrying out the academic mission of the school.
44. Please present any further comments you think would be helpful to the Provost.

Unit Specific Items
Units may use Likert scale or open-ended items; regardless, the items should begin with number 45.
Units that opt to use a Likert scale must employ the same response options used in items 1-40.

Addendum VII

Vision, Mission and Goals Statements
UWG Strategic Plan, 2014 - 2020

Vision

The University of West Georgia will be Georgia's learning-centered destination university. As an innovative doctoral university with global reach, UWG will prepare students to become problem-solving leaders.

Mission

The University of West Georgia is a comprehensive residential university with roots in west Georgia and the Atlanta region. The University is committed to academic excellence and to community outreach, offering high-quality undergraduate and graduate programs on-campus, off-campus, and online. UWG enables students, faculty, and staff to realize their full potential through academic engagement, supportive services, and a caring academic community.

Goals

The University of West Georgia will provide the resources necessary to fulfill its mission and vision, and to achieve these strategic goals:

- **Academic success:** Enhance opportunities for every student to succeed, maintaining academic rigor while achieving an undergraduate graduation rate above the national average.

- **Intellectual engagement and inquiry:** Build on our unique proximity to Metropolitan Atlanta and to rural and small-town areas to offer increased opportunities for intellectual engagement and inquiry to every student.

- **Community outreach:** Make the most of our location to provide greater opportunities for community engagement to every student.