Memorandum

To: General Faculty

Date: April 16, 2012

Regarding: Agenda, Faculty Senate Meeting, April 20th at 3:00 pm TLC 1-303

The agenda for the April 20, 2012 Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. The March 9th minutes were approved by email on April 13, 2012. (**See Addendum I**)

4. Committee Reports

Committee I: Undergraduate Programs Committee (Chair, Camilla Gant)

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

A) College of Education
   1) Department of Collaborative Support & Intervention
      a) B.S. in Education with a Major in Special Education & Teaching, General
         Request: Modify Blocks 1 & 3; see attachment
         Action: Approved

      b) SPED - 4709 - Special Education Policies and Procedures
         Request: Add; see attachment
         Action: Approved

      c) SPED - 4751 - Practicum III
         Request: Delete
         Action: Approved

   2) Department of Leadership and Applied Instruction
      a) Bachelor of Science in Sport Management
         Request: Modify; Require SPMG 3670 rather than SPMG 4680; add SPMG 4685
         Action: Approved

B) College of Arts and Humanities

1) Department of Art
   a) ART 2301 - Non-Western Art
      Request: Delete
      Action: Approved

   b) ART 3403 - History of Graphic Design
      Request: Add; see attachment
      Action: Approved

   c) ART 4400 - Graphic Design Studio Problems
      Request: Add; see attachment
      Action: Approved; Subsequent to meeting, notified department that one learning outcome does not appear to be measurable; asked requestor to modify it

2) Department of English & Philosophy
   a) Minor in Creative Writing
      Request: Modify; see attachment
      Action: Approved

3) Department of Foreign Languages & Literatures
   a) B.A in Foreign Languages & Literatures
      Request: Delete FREN 3220 and FREN 3221 in French Track
      Action: Approved

4) Department of History
   a) HIST 4230 - War, State, and Society in Early Modern Europe
      Request: Add; see attachment
      Action: Approved

5) Department of Music
   a) Bachelor of Music in Theory & Composition
      Request: Modify title to Bachelor of Music with a Major in Composition [delete Theory].
      Action: Approved; Request is considered a substantive program change, and will require BOR approval

6) Department of Theatre
   a) B.A. Theatre
      Request: Modify; Delete XIDS 2100; Re-sequence THEA 1291 and THEA 2291
      Action: Approved

C) College of Social Science
1) Department of Psychology
   a) Bachelor of Arts in Psychology

Request: Modify major declaration criteria
Action: Approved; Question posed whether new criteria would detain major declaration process, though intent of modification is to accelerate it.

D) Richards College of Business
   1) Department of Economics
      a) ECON 4455 - International Financial Economics
         Request: Delete
         Action: Approved

      b) ECON 4475 - Introduction to Econometrics & Analytics
         Request: Add; see attachment
         Action: Approved

   2) Department of Marketing & Real Estate
      a) Certificate in Advertising; see attachment
         Request: Add
         Action: Approved

E) School of Nursing
   a) Bachelor of Science in Nursing
      Request: Modify Area F; Add NURS 2101 & NURS 2102; Delete NURS 2023 & Social Sciences elective
      Action: Approved

   b) NURS 4101 - Professional Nursing Concepts III
      Request: Add; see attachment
      Action: Approved

   c) NURS 4102 - Professional Nursing Concepts IV
      Request: Add; see attachment
      Action: Approved

   d) NURS 4201 - Health Care of the Client III
      Request: Add; see attachment
      Action: Approved

   e) NURS 4202 - Health Care of the Client IV
      Request: Add; see attachment
      Action: Approved

   f) NURS 4301 - Clinical Practice III
      Request: Add; see attachment
      Action: Approved

   g) NURS 4302 - Clinical Practice IV

Request: Add; see attachment
Action: Approved

Information Items:

A) **General**

- Dr. Camilla Gant commended UPC members for an exemplary year of service. Members completed more than 15 SACS narratives, including two assigned to the UPC General Education subcommittee; and they completed 14 program reviews.

- Dr. Jon Anderson reviewed the approval process for action items subsequent to UPC approval; and asked members to be mindful that said items may take several months to complete the approval process, particularly action items that require BOR approval. He also noted that action items approved during a given Faculty Senate meeting cannot become effective or move to the BOR, if applicable, until Minutes that include said items are approved during a subsequent Faculty Senate meeting.

B) **General Education Committee - Maria Doyle, Chair**

The committee decided to discontinue the moratorium on core course additions/proposals, which last year's committee imposed during the process of revising the core area and overlay outcomes. The proposal to add COMM 2110: Intercultural Communication to Area E.4 was returned for revision. The Critical Thinking Overlay proposal has been sent to the BOR.

The committee is also assessing core courses based on the new learning outcomes, and identifying core courses that have not been offered since Spring 2009 to determine if they should remain listed as core options.

C) **XIDS Core Course Review Committee - Rebecca Reynolds, Chair**

The committee was formulated based on recommended membership guidelines, and held its initial meeting Feb. 22. The agenda included five course proposals which were acted upon as noted below.

- Passed - XIDS 2100 Sex and Society: From French Fiction to World Cinema
- Provisionally passed - XIDS 2001/2002 Geosciences course on the global city (exact title not available; pending more information on grading)
- Returned for revision and possible resubmission - XIDS 2100 Dance and Theatre; XIDS 2300 Introduction to Women's Studies; XIDS 2001/2002 African American Male Initiative Learning Community

The committee also agreed upon membership terms (two years); and discussed the need for Education and Nursing representatives, as well as the need to recruit replacements Fall 2012 for two members who will rotate off of the committee.

During its March 28 meeting, the committee approved XIDS 2100 *"All Natural"? Environment, Sustainability, and the Logical Writer* with a provision that it will be offered only once (summer 2012) given the need to revisit issue regarding waiving prerequisites or to submit a 1000-level XIDS option.

Course Proposals

D) College of Education

1) Department of Collaborative Support & Intervention

a) READ - 4251 - Assessment and Correction Reading Education
Request: Modify prerequisites
Action: Approved

b) SPED - 3713 - Introduction to Special Education and Mild Disabilities
Request: Modify credit, prerequisites
Action: Approved

c) SPED - 3751 - Practicum I
Request: Modify credit, prerequisites, description
Action: Approved

d) SPED - 3752 - Practicum II
Request: Modify credit, prerequisites, description
Action: Approved

e) SPED - 3761 - Mild Disabilities: Literacy and Social Studies
Request: Modify title, prerequisites, description
Action: Approved

f) SPED - 4712 - Language, Communication and Technology: Mild Disabilities
Request: Modify prerequisites
Action: Approved

g) SPED - 4713 - Collaboration in School Settings
Request: Modify prerequisites
Action: Approved

h) SPED - 4761 - Mild Disabilities: Methods for Science and Math
Request: Modify title, prerequisites, description
Action: Approved

E) College of Arts and Humanities

1) Department of Art

a) ART 3401 - Introduction to Graphic Design
Request: Modify description

Action: Approved; Subsequent to meeting, notified department that request also appears to modify title & prerequisites; if so, asked requestor to check both boxes

b) ART 3402 - Graphic Design II: Typography II
Request: Modify description, title
Action: Approved; Subsequent to meeting, notified department that title appears to be the same; if so, asked requestor to un-check title box

c) ART 4403 - Graphic Design III: Type & Image
Request: Modify description, title
Action: Approved; Subsequent to meeting, notified department that title appears to be the same; if so, asked requestor to un-check title box

d) ART 4405 - Graphic Design V: Portfolio Development
Request: Modify prerequisites (did not check prerequisite box)
Action: Approved; Subsequent to meeting, notified department that prerequisite box was not checked; asked requestor check prerequisite box

2) Department of Foreign Languages and Literatures
a) FREN 3100 - Composition & Conversation
Request: Modify description; Repeatable criterion also appears to modify credit
Action: Approved

F) College of Social Sciences

1) Department of Mass Communications
a) COMM 2110 - Intercultural Communication
Request: Add; Satisfy Core Area E & *Global Perspectives* overlay option; see attachment
Action: Tabled 3/15/12, pending General Education subcommittee review

b) COMM 4421N - Practicum-*The West Georgian*
Request: Modify credit
Action: Approved

c) COMM 4421P - Practicum-Student-Managed Public Relations Firm
Request: Modify credit
Action: Approved

d) COMM 4221R - The WOLF Internet Radio
Request: Modify credit
Action: Approved

e) COMM 4421T - UTV13
Request: Modify credit
Action: Approved

G) Richards College of Business

1) Department of Economics
   a) ECON 4450 - International Trade
      Request: Modify description, title
      Action: Approved

H) School of Nursing

   a) NURS 3201 - Health Care of the Client I
      Request: Modify description
      Action: Approved

   b) NURS 3202 - Health Care of the Client II
      Request: Modify description
      Action: Approved

Committee II: Graduate Programs Committee (Chair, Susan Ashford)

Action Items:

A) Graduate Faculty Appointment – with recommended revisions. **See Addendum III**.

B) Academic Policies/Graduate catalog. **See Addendum IV**.

- **Grading System for Graduate Students** – Language removed about IP grading for theses and dissertations, stating that only S and U are to be used. Other changes as noted.
- **Transfer Credit** – Language clarified; exceptions noted.
- **Course Requirements for Program Completion** – Policy has not changed but language has changed.
- **Change of Program** – Language clarified; also requires student to apply for admission to new program and be accepted.
- **Registration for Thesis and Dissertation Hours** – Previously under the title "*Enrollment Required to Utilize Certain Library Resources"*; Policy has not changed; language clarified.
- **Responsible Conduct of Research** – Previously under "*Institutional Review Board"*; language clarified – lifted from UWG policy of same name.
- **Family Educational Rights and Privacy Act** – Previously named "C*onfidentiality of Student Rights"*; Revised policy borrows language directly from FERPA .
- **Academic Honor** – Policy has not changed; Language has changed.

- **Grade Appeals** – Policy passed by FS in Fall 2011; language clarified.
- **Graduation** – policy not changed, language clarified.
- **Withdrawal from the University** – policy not changed, language clarified.
- **Hardship Withdrawal Policy** – Policy passed by FS in Spring 2011; language clarified.

The Graduate Programs Committee requests Faculty Senate approval for the following graduate course additions (**See AddendumV**)

A) College of Arts and Humanities

1. History Department
   a) Course: HIST-5230 War, State, and Society in Early Modern Europe
      Request: Add
      Action: Approved

2. English Department
   a) Program: Master of Arts with a Major in English
      Request: Modify
      Action: Approved

B) College of Education

1. Educational Innovation
   a) Course: MEDT-6462 Administration of Instructional Technology Programs
      Request: Delete
      Action: Approved

   b) Program: Specialist in Education with a Major in Media (IT) - Kawulich
      Request: Modify
      Action: Approved

2. Collaborative Support and Intervention
   a) Course: READ-7261 Culturally-Diverse Literature, P-12
      Request: Add
      Action: Approved

Information Items:

A) College of Education

1. Collaborative Support and Intervention
   a) Course: READ-7264 Clinical Practice in Reading

Request: Modify
Action: Approved

2. Leadership and Applied Instruction
   a) Course: SEED-7264 Advanced Instructional Strategies for Mathematics Education
      Request: Modify
      Action: Approved

   b) Course: SEED-7263 Advanced Instructional Strategies for Science Education
      Request: Modify
      Action: Approved

   c) Course: SEED-7262 Advanced Instructional Strategies for Social Studies Education
      Request: Modify
      Action: Approved

   d) Course: SEED-7261 Advanced Instructional Strategies for English Education
      Request: Modify
      Action: Approved

   e) Course: SEED-7291 Classroom Instruction and Management
      Request: Modify
      Action: Approved

Committee IV: Academic Policies Committee (Chair, Robert Kilparick)

Action Item:

A) The Academic Policies Committee requests that the Faculty Senate approve modifications to the UWG Undergraduate Graduation Policy

Undergraduate Graduation Policy – passed in Faculty Senate on 02.17.12

The University of West Georgia awards degrees three times a year corresponding with the end of each semester and only to the students who have applied and who are meeting all graduation requirements at the time final grades are posted.

How to Apply

Students should submit the Undergraduate Application for Graduation along with the $40 (per degree) application fee to the Enrollment Services Center, first floor Parker Hall by the appropriate deadline listed below.

Spring Graduation - October 1
Summer Graduation - March 1
Fall Graduation - August 1

The graduation application and $40 (per degree) application fee can be deferred up to one year from the initial term of scheduled graduation. For example, a student who applies for spring 2012 graduation would have until spring 2013 to graduate without having to complete another application for graduation or pay the $40 (per degree) graduation fee. If the student does not graduate within one year from the original scheduled graduation date, the student must reapply for graduation and pay the $40 (per degree) application fee again.

Graduation Policies:

1. Candidates may choose to meet the degree requirements of the current catalog or any catalog within six years prior to graduation, provided that the candidate was enrolled in the degree program during the year of the catalog chosen.

2. A student's graduation will be delayed one semester if:
    a. all incomplete (I) grades are not removed and a grade recorded in the Registrar's Office by the grade deadline of the term in which the student is graduating;
    b. transient, study abroad, credit by exam or any other type of credit is not recorded in the Registrar's Office by the grade deadline of the term in which the student is scheduled to graduate;
    c. the student is not meeting graduation requirements after grades are posted for the term in which the student is scheduled to graduate.

3. Students are encouraged to attend graduation. If attendance is not possible, the student should notify the Registrar's Office. A student may participate in only one graduation ceremony per degree earned.

Undergraduate Graduation Policy – proposed fix highlighted in yellow

The University of West Georgia awards degrees three times a year corresponding with the end of each semester and only to the students who have applied and who are meeting all graduation requirements at the time final grades are posted.

How to Apply

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Graduation Policies:

1. Candidates may choose to meet the degree requirements of the current catalog or any catalog within six years prior to graduation, provided that the candidate was enrolled in the degree program during the year of the catalog chosen.

2. A student's graduation will be delayed at least one semester if:

    a. all incomplete (I) grades are not removed and a grade recorded in the Registrar's Office by the grade deadline of the term in which the student is graduating;
    b. transient, study abroad, credit by exam or any other type of credit is not recorded in the Registrar's Office by the grade deadline of the term in which the student is scheduled to graduate;
    c. the student is not meeting graduation requirements after grades are posted for the term in which the student is scheduled to graduate.

3. Students are encouraged to attend graduation. If attendance is not possible, the student should notify the Registrar's Office. A student may participate in only one graduation ceremony per degree earned.

B) The Academic Policies Committee requests that the Faculty Senate approve modifications to the UWG Transient Student Policy.

Transient Status Policy

Approved by the Faculty Senate on November 11, 2012

Students wishing to complete classes at another college or university to count towards their degree at West Georgia must maintain good standing at West Georgia. Prior to taking the

course(s), students must complete a Transient Status Permission Form, which includes the signatures of their advisor, the chair of the department in which the credit shall be granted, and the dean/designee of their major college. It is each student's responsibility to consult the Undergraduate Transfer Course Equivalents link, or contact the Registrar's Office to determine if the course will be accepted as transfer credit at UWG and count toward a given degree. Transient status is given for one semester at a time, and students must have the other college send a transcript of the courses taken to the Registrar at West Georgia in order to receive credit for the work. For final term transient status restrictions, see Graduation Policies in the Undergraduate Catalog.

Proposed additions – highlighted in yellow

Students wishing to complete classes at another college or university to count towards their degree at West Georgia must maintain good standing at West Georgia and hold active student status at UWG during transient studies. Prior to taking the course(s), students must complete a Transient Status Permission Form, which includes the signatures of their advisor, the chair of the department in which the credit shall be granted, and the dean/designee of their major college. If the transient status involves study abroad, students must also obtain the signature of the Director of International Services and Programs. International students seeking transient status must obtain the signature of the Director of International Services and Programs. It is each student's responsibility to consult the Undergraduate Transfer Course Equivalents link, or contact the Registrar's Office to determine if the course will be accepted as transfer credit at UWG and count toward a given degree. Transient status is given for one semester at a time, and students must have the other college send a transcript of the courses taken to the Registrar at West Georgia in order to receive credit for the work. For final term transient status restrictions, see Graduation Policies in the Undergraduate Catalog.

Committee VI: Strategic Planning Committee (Chair, Rob Sanders)

Action Item:

A) The Strategic Planning Committee of the Faculty Senate proposes the senate adopt the modifications to the current strategic plan as noted in **Addendum VI**. These changes are to update strategic goals and bring them in line with direction and operations of the institution.

Information Item:

A) The QEP subcommittee of the faculty senate and the SACS Liaison have completed the first draft of the UWG QEP. It is included here (**see Addendum VII**) as an item of information for the senate and campus community. In line with the description in the executive summary, "It is requested that the college/school committees or subgroups review their section and complete any updates by the end of September, 2012. This document is downloadable from the QEP web site: www.westga.edu/qep. The editing process will be coordinated by the SACS Liaison. Once updates are complete, the Faculty Senate Strategic Planning Subcommittee will integrate/moderate recommended changes and present the document for acceptance by the senate in mid-fall semester, 2012. Additionally, any member of the faculty who wishes to add comments to the document should work through his/her college/school committee."

Committee IX: Facilities and Services Committee (Chair, Shelley Smith)

Information Item:

B) Facilities and Services requests the approval of the revised parking code (**See AddendumVIII**). Richard Curvin from Auxiliary Enterprises available to answer questions.

5. Old Business

6. New Business

7. Announcements

A) Slate for the election of Faculty Senate Chair, FY13 & FY14 approved by email, April 13, 2012.

- Dr. Jeff Johnson

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
Minutes

March 9, 2012
Approved April 13, 2012

1. The meeting was convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chair Chris Huff at 3:05 pm.

2. Roll Call
   Present
   Barnhart, Bucholz, Deng, Goldstein (substitute for DeNie), Doyle, Gant, Snipes (substitute for Gezon), Halonen-Rollins, Hannaford, Hasbun, Hatfield, Hodges, J. Johnson, Jenks, Boldt (substitute for Kassis), Kilpatrick, Kramer, Leach, Lloyd, M. Johnson, Mayer, Mitchell, Moffeit, Morris, Noori, Packard, DeVita (substitute for Parrish), Pencoe, Pitzulo, Ponder, Pope, Popov, Ringlaben, Rutledge, Samples, Sanders, Schmidt, Smith, Thomas, Hazari (substitute for Thompson), Williard

   Absent
   Ashford, Banford, Blair, Chesnut, Hansen, Snaith, Yeong

3. Approval of the minutes of the February 17th meeting

Minutes approved by voice vote

4. Committee Reports

Committee I: Undergraduate Programs Committee (Chair, Dr. Camilla Gant)

Action Items:

A) College of Education
   1) Department of Leadership and Applied Instruction
      a) Bachelor of Science in Recreation
         Request: Terminate
         Action: Approved

      b) Bachelor of Science in Secondary Teacher Education
         Request: Terminate
         Action: Approved

      c) UTCH 2001 - Inquiry Approaches to Teaching
         Request: Add; See attachment
         Action: Approved

d) UTCH 2002 - Inquiry Based Lesson Design
Request: Add; See attachment
Action: Approved

e) UTCH 3001 - Knowing and Learning in Mathematics and Science Education
Request: Add; See attachment
Action: Approved

f) UTCH 3002 - Classroom Interactions
Request: Add; See attachment
Action: Approved

g) UTCH 3003 - Project Based Instruction
Request: Add; See attachment
Action: Approved

h) UTCH 3004 - Inclusive Secondary Mathematics and Science Classrooms
Request: Add; See attachment
Action: Approved

i) UTCH 4000 - Apprentice Teaching
Request: Add; See attachment
Action: Approved

B) College of Science and Mathematics
1) Department of Chemistry
a) Bachelor of Arts in Chemistry/Secondary Education
Request: Modify; align program with UTeach requirements; See attachment
Action: Approved

2) Department of Geosciences
a) Bachelor of Science in Earth Science/Secondary Education
Request: Modify; align program with UTeach requirements; See attachment
Action: Approved

b) Bachelor of Science in Geography
Request: Modify Area F, learning outcomes, concentrations; See attachment
Action: Approved

c) Bachelor of Arts in Geography
Request: Terminate; See attachment
Action: Suspend; current majors may complete program; new majors cannot enroll

d) GEOG 3405 - Geographies of Sustainability
Request: Add; See attachment
Action: Approved

e) GEOG 4253 - Seminar in Economic Geography

Request: Add; See attachment
Action: Approved

f) GEOG 4500 - Moral Geographies
Request: Add; See attachment
Action: Approved

g) GEOG 4643 - Seminar in Urban Geography
Request: Add; See attachment
Action: Approved

h) GEOG 4755 - GIS Database Design
Request: Add; See attachment
Action: Approved

i) GEOG 4757 - Programming and Customization in GIS
Request: Add; See attachment
Action: Approved

j) GEOG 4893 - Practicum in GIS
Request: Add; See attachment
Action: Approved

k) GEOL 3825 - Research Methods
Request: Add; See attachment
Action: Approved

3) Department of Mathematics
   a) Bachelor of Science in Mathematics/Secondary Education
   Request: Modify; align program with UTeach requirements; See attachment
   Action: Approved

4) Department of Physics
   a) Bachelor of Science in Physics/Plan D
   Request: Modify; align program with UTeach requirements; See attachment
   Action: Approved

C) College of Social Sciences
1) Department of Criminology
   a) Bachelor of Science in Criminology
   Request: Modify; delete pre-major criteria
   Action: Approved

2) Department of Mass Communications
   a) Bachelor of Arts in Mass Communications
   Request: Modify pre-major criteria, FMA track, electives, degree type; See attachment
   Action: Approved

3) Department of Political Science & Planning
   a) Minor in Public Administration
      Request: Add; See attachment
      Action: Approved

   b) POLS 4407 - European Environmental Policy
      Request: Add; See attachment
      Action: Approved

   c) POLS 4408 - EU Science and Technology Policy
      Request: Add; See attachment
      Action: Approved

   d) POLS 4411 - Federalism and Multilevel Governance in the EU
      Request: Add; See attachment
      Action: Approved

   e) POLS 4412 - Democracy and the EU
      Request: Add; See attachment
      Action: Approved

   f) POLS 4413 - Social Policy in Europe
      Request: Add; See attachment
      Action: Approved

   g) POLS 4414 - History of European Integration
      Request: Add; See attachment
      Action: Approved

   h) POLS 4507 - US-EU Relations
      Request: Add; See attachment
      Action: Approved

   i) POLS 4508 - European Economic and Monetary Union
      Request: Add; See attachment
      Action: Approved

   j) POLS 4509 - EU Law and Legal Systems
      Request: Add; See attachment
      Action: Approved

   k) POLS 4510 - Foreign Policy and the EU
      Request: Add; See attachment
      Action: Approved

4) Department of Sociology
   a) Bachelor of Science in Sociology

Request: Modify; expand capstone options
Action: Approved

b) SOCI 4982 - Capstone: Internship
Request: Add
Action: Approved

Items approved by voice vote.

Information Items:

A) College of Education
1) Department of Leadership and Applied Instruction
a) PWLA 1600 - Personal Wellness
Request: Modify description; See attachment
Action: Approved

B) College of Sciences and Mathematics
1) Department of Geosciences
a) GEOG 2503 - Cultural Geography
Request: Modify description
Action: Approved

C) College of Social Sciences
1) Department of Mass Communications
a) COMM 2110 - Intercultural Communication
Request: Add
Action: Forwarded to Gen Ed Subcommittee

2) Department of Sociology
a) SOCI 4983 - Capstone: Senior Thesis
Request: Modify prerequisites, title
Action: Approved

b) SOCI 4984 - Capstone: Senior Seminar
Request: Modify prerequisites, title
Action: Approved

Committee II: Graduate Programs Committee (Alan Pope for Chair, Susan Ashford)

Action Items:

The Graduate Programs Committee requests Faculty Senate approval for the following graduate policy changes/revisions/additions:

A) Motion: Graduate Programs requests approval of revised graduate course load expectations.

Motion approved by voice vote.

The following is an edit and revision of the course load expectations previously found in the 2010-2011 graduate handbook.

Graduate Course Loads

Minimum Course Load for Financial Aid Eligibility

To be eligible for Federal Student Aid (FSA), a student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half of the course load of a full-time student. The UWG Office of Financial Aid defines full-time enrollment for a graduate student as 9 credit hours, or the equivalent, each term. Half-time enrollment is defined as 5 credit hours, or the equivalent, each term.

Students must register for and attend 5 credit hours, or the equivalent, to be eligible for Financial Aid each term.

	Fall	Spring	Summer
Full Time	9	9	9
Half Time	5	5	5

Minimum Course Load for Graduate Assistantship Eligibility

Graduate Assistantships are classified by function or purpose and include Graduate Teaching Assistantships (GTAs), Graduate Research Assistantships (GRAs), and Graduate Assistantships (GAs). GTAs, GRAs, and GAs must register for and earn 9 credit hours, or the equivalent, to be eligible for a Graduate Assistantship each term.

Maximum Course Load for All Graduate Students

Graduate students who do not hold one of the three types of assistantships may register for 12 credit hours without permission. Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

B) Graduate Faculty Appointment – Revision of previous COGS policy.
The new policy replaces the previous COGS Appointment and Reappointment Guidelines.
The new policy moves the approval process to the Colleges/School since faculty are vetted at

this level; it details the requisites for appointment/reappointment to Regular, Limited-Term, and Permission-to-Teach categories and the process for approval.

Concern was raised on the requirement listed as, "Full-time tenured/tenure track faculty status in a department offering graduate course work with a rank of at least assistant professor." Departments without a graduate program or smaller departments would be prevented from participation in academically appropriate activities. There is already precedent for qualified faculty assuming graduate faculty responsibilities without acceptance to the graduate faculty. Committee was requested to consider this issue.

Pope withdrew the motion and will take it back to the committee to consider requested revision.

C) The Graduate Programs Committee requests Faculty Senate approval for the following graduate course additions

1) School of Nursing
   EdD in Nursing Education Program
   The following course additions are the first level courses in the new EdD in Nursing Education program.
   a) Course: NURS-9001 Current Trends and Issues in Nursing
      Request: Add
      Action: Approved

   b) Course: NURS-9002 Quantitative Research in Nursing
      Request: Add
      Action: Approved

   c) Course: NURS-9003 Principles of Qualitative Inquiry
      Request: Add
      Action: Approved

   d) Course: NURS-9004 Teaching the Adult Learner
      Request: Add
      Action: Approved

   e) Course: NURS-9005 Nursing Theory in Nursing Education
      Request: Add
      Action: Approved

   f) Course: NURS-9006 Educational and Healthcare Policy
      Request: Add
      Action: Approved

   g) Course: NURS-9007 Applied Statistical Methods in Nursing

Request: Add
Action: Approved

Motion approved by voice vote.

Information Items:

A) College of Education
   1) Educational Innovation
      a) Course: MEDT-7487: Practicum
         Request: Modify
         Action: Approved

B) College of Sciences and Mathematics
   1) Geosciences Department
      a) Course: GEOG-6086 Internship
         Request: Modify
         Action: Approved

Committee V: Faculty Development Committee (Chair, Gary Schmidt)

Action Items:

A) The Faculty Development Committee requests approval of the attached amendments to the Promotion and Tenure Revisions passed in the Faculty Senate on December 9, 2011. (**See Attachment I**).

   Editorial corrections were requested.

Motion as corrected was approved by voice vote with one vote of opposition.

Committee XI: Intercollegiate Athletics Committee (Chair, Robert Morris)

Information Items:

A) Minutes from the Athletic Committee's 2/13/2012 meeting

B) Committee approved SACS Compliance Statement

C) Approved Scope and Mission Statement developed by the Athletics Department as required by NCAA regulations

D) Every sporting event has a "faculty coach" and it has turned out to be a very successful program and volunteers are encouraged to apply to increase faculty Involvement in sporting events.

Committee XI: Rules Committee (Chair, John Ponder)

Action Item:

A) Preamble:
The FS Rules Committee submits the attached document for consideration by the general body. The document sets forth guidelines for modification of academic programs. The guidelines were developed in consultation with the Provost's Office, the Graduate Programs Committee, the Undergraduate Programs Committee, and the Chair of the Senate and represent an attempt to streamline and clarify what does and does not need to go before the general body of the Faculty Senate.

Editorial changes from the floor:

- Paragraph 2 "Dean and Chief Academic Officer" should be Dean as the chief academic officer"
- On following line change "their" to "his/her" area of appointment

Motion approved by voice vote

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, 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)

5. Old Business

A) Nominations for Senate Chair, 2012-2014.

Policies and Procedures, Article IV Section 2

The Chair of the Faculty Senate

With the consent of the President of the University, the Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as the representative of the University of West Georgia to the University System of Georgia Faculty Council; serving as a liaison between

Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training for new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence.

1. Eligibility

   The Chair of Senate must be a tenured full-time faculty member who has served in the Senate within the prior three years and who is not currently Chair or Past-Chair of the Senate

2. Term of Office

   The Chair will begin service on June 1 and serve a two-year term in office.

3. Election of the Chair of the Faculty Senate

   At the March meeting of the Faculty Senate in the current Chair's last year in office, the Senate shall nominate at least two (2) qualified persons to stand for election as the next Chair; in April the University faculty will vote in such a fashion that the winner of the election will have received a majority of votes cast. Ballots will specifically include an option for a write-in candidate.

   If the Chair-elect is currently a member of the Senate, the Chair-elect will resign his or her Senate seat (and committee assignments) and would be replaced by an election within the person's respective college or school.

Chair Huff raised the concern of limiting the Senate Chair term to 2 years. Issues raised from chair and floor included that of experience, the fact that senators can serve longer terms, and that senators can succeed themselves. Along with term parameters, a concern was raised on the timing of the election. With the election occurring in April, service as Chair-Elect is limited with little time to prepare for the role as Chair.

1. *Senate requested that the rules committee look at the current term limit for the Senate Chair and the possibility of moving the election to earlier in the year.*
2. *Dawn McCord, Secretary, will send out a call for nominations.*

6. The meeting was adjourned.

Attachment I

103.02 Procedures

By the end of the first week of fall semester classes, the Provost and Vice President for
Academic Affairs shall establish the date by which recommendations shall be submitted at each level of the promotion/tenure process. Any faculty member who meets the criteria for promotion and tenure established herein and who desires to be considered shall submit a dossier to his or her department chair, library supervisor, or other designated supervisor (in the absence of a department chair). Department chairs or supervisors shall see that dossiers are organized uniformly according to the appropriate criteria specified.

Each dossier shall include, at a minimum, the following:

- a curriculum vitae;
- the three evaluations of teaching effectiveness and performance of allied duties specified in Section 103.05 and 103.06;
- any letters of recommendation which the department chair has received;
- reprints of scholarly publications or other evidence of scholarly or creative work.

The promotion/tenure process shall include reviews at the levels of both the Department and the College or School, except in those units without academic departments, which may choose a single-level process. Given the diverse nature of academic disciplines and the rigorous professional standards associated with each, departments may formulate specific criteria appropriate to their discipline. If a department specifies unique criteria, such criteria must be in written form and approved by the governing body of the College, the
Dean, and the Provost. Such approved department criteria must be made available to candidates at their point of entry into UWG, and reinforced during periodic pre-tenure / promotion reviews; they must also be included as part of a candidate's dossier at each subsequent level of review. Departmental criteria must not conflict with University criteria. Each subsequent level of review must consider the dossier in terms of these stated criteria, thus ensuring that candidates are considered in the professional contexts of both their discipline and of the University.

[...]

103.0201 Formation and Operation of Faculty Promotion and Tenure Evaluation Committees

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee
A faculty promotion and tenure evaluation committee, consisting exclusively of no less than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee.

The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make are commendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

2. Department Chair
The department chair shall include the faculty committee’s written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of a Department Chair
When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

4. Evaluations of other faculty holding administrative positions
Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook including an independent evaluation by the candidate’s immediate supervisor.

5. Appeals
Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

B. College Evaluation
1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the-academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members.. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.

6. Each committee chair shall submit a list of the names of those recommended for promotion and/or tenure to the appropriate Dean. The committee chair shall report to the Dean the number of approval/disapproval votes that each candidate received in the voting. The dossiers of those considered by the committee will be submitted with the report.

The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

6. Appeals
Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in section 103.0201.

Addendum II

Program View Request (Read-Only)

Originator

College of Education (College) | Collaborative Support and Intervention (Department) | Bucholz, Jessica (Originator)

Action

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

Modifications

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

Program Selection

College: College of Education

Program: Bachelor of Science in Education with a Major in Special Education and Teaching, General

Program Name: Bachelor of Science in Education with a Major in Special Education and Teaching, Gene

Program Location: On Campus

Degree Level: Undergraduate

Degree Name: Bachelor of Science in Education

Effective Semester/Year: Fall 2012

Modification Details

We are changing the organization of when courses are offered, making some modifications to the current courses, and adding one new course.

(Max 4000 characters)

Rationale

The current program of study for the B.S. in special education (general curriculum) was initially designed and approved in 2007. Since its implementation we have found that the sequence of courses is not conducive to student success. Block I has been restructured to include two courses which

(Max 4000 characters)

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 50

Comments

(Max 4000 characters)

College Approvals

Michael T. Garrett [APPROVED 2012-02-09]
Chair, Course Department

Dianne Hoff [APPROVED 2012-03-04]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Proposed: Bachelor of Science in Education
Special Education: General Curriculum (Mild Disabilities) - Plan of Study

Name _____ ID# _____

Courses that have been moved or added are highlighted in yellow

CORE CURRICULUM	Hrs	Gr	Trf/ Sub	PROFESSIONAL EDUCATION	Hrs	Gr	Tr/ Sub
A. Essential Skills[a]	**9**			**Professional Education**[b, d]	**60**		
1. ENGL 1101	3			**Block I**[g]	**18**		
2. ENGL 1102	3			MEDT 3401 Integrating Tech in Class	3		
3. MATH 1111 recommended	3			READ 3251 Children's Literature	3		
				CEPD 4101 Educ Psychology	3		
B. Institutional Priorities[a]	**5**			SPED 3713 Intro. to Sp. Ed. & Mild Dis.	3		
1. COMM 1110 recommended	3			SPED 4709 Ethics, Policies, and Proced.	3		
2. Institutional Elective	2			READ 4253 Rdg. Wrtng Conn	3		
C. Humanities/Arts[a]	**6**			**Block II**[g]	**15**		
1. XIDS 2100 recommended	3			SPED 3702 Eval. of Child. w/ Dis	3		
2. Humanities Elective	3			SPED 3714 Behav. & Class. Management	3		
D. Science,Math,Technology[a]	**10**			SPED 3751 Practicum I[e]	3		
1. Lab Science recommended	4			SPED 3761 Curr. & Meth.: Mild Disab.	3		
2. BIOL 1010 recommended	3			READ 3262 Teach C&P: Reading Ed	3		
3. CS 1030 recommended	3			**Block III**[g]	**15**		
E. Social Sciences[a]	**12**			SPED 4712 Lang. Comm. & Tech.: Mild	3		
2. HIST 2111 OR 2112	3			SPED 4713 Collab. in Sch Settings	3		
3. POLS 1101	3			SPED 3752 Practicum II[e]	3		
4. GEOG 1013 recommended	3			SPED 4761 Secondary Methods: Mild Dis	3		
F. Major Specific Courses[b, c, f]	**18**			READ 4251 Assess/Correct of Read	3		
1. ISCI 2001 Life/Earth Science	3			**Block IV**[g]	**12**		
2. ISCI 2002 Physical Science	3			SPED 4786[e]	9		
3. MATH 2008 Foundation of Numbers and Operations	3			SPED 4789	3		
4. EDUC 2110 Investigating Critical & Contemporary Issues in Educ	3						
5. EDUC 2120 Exploring SocioCultural Perspectives on Diversity	3						
6. EDUC 2130 Exploring Learning and Teaching	3			Total Professional Education	**60**		
Total Core Curriculum	**60**			**Total Core**	**60**		
Physical Education	**3**			**Total Program**	**123**		
1. PWLA 1600	2			**a,b,d,e -- See Program Notes**			
2. PWLA Activity Course	1						

Program Notes

a See catalog and advisor in major area
b Requires a grade of C or better in each course
c Requires a minimum GPA of 2.5
d Courses require admission to Teacher Education
e Advance application required
f Courses are pending approval
g Special Education courses in each block must be taken during the block shown in order to progress through the blocks

Student Signature: _____

College of Education
University of West Georgia

2/1/11

Current: Bachelor of Science in Education
Special Education: General Curriculum (Mild Disabilities) - Plan of Study

Name _____ ID# _____

CORE CURRICULUM	Hrs	Gr	Trf/ Sub	PROFESSIONAL EDUCATION	Hrs	Gr	Tr/ Sub
A. Essential Skills[a]	**9**			**Professional Education[b, d]**	**61**		
1. ENGL 1101	3			**Block I**	**17**		
2. ENGL 1102	3			MEDT 3401 Integrating Tech in Class	3		
3. MATH 1111 recommended	3			READ 4253 Rdg. Wrtng Conn	3		
				CEPD 4101 Educ Psychology	3		
B. Institutional Priorities[a]	**5**			SPED 3713 Intro. to Sp. Ed. & Mild Dis.	4		
1. COMM 1110 recommended	3			SPED 3714 Behav. & Class. Management	3		
2. Institutional Elective	2			SPED 3751 Practicum I[e]	1		
C. Humanities/Arts[a]	**6**			**Block II**	**16**		
1. XIDS 2100 recommended	3			SPED 3702 Eval. of Child. w/ Dis	3		
2. Humanities Elective	3			SPED 3707 Transition	2		
D. Science,Math,Technology[a]	**10**			SPED 3752 Practicum II[e]	2		
1. Lab Science recommended	4			SPED 3761 Curr. & Meth.: Mild Disab.	3		
2. BIOL 1010 recommended	3			READ 3262 Teach C&P: Reading Ed	3		
3. CS 1030 recommended	3			READ 3251 Children's Literature	3		
E. Social Sciences[a]	**12**			**Block III**	**16**		
1. HIST 1111 OR 1112	3			SPED 4710 Ethics, Policies, and Proced.	2		
2. HIST 2111 OR 2112	3			SPED 4712 Lang. Comm. & Tech.: Mild	3		
3. POLS 1101	3			SPED 4713 Collab. in Sch Settings	3		
4. GEOG 1013 recommended	3			SPED 4751 Practicum III[e]	2		
F. Major Specific Courses[b, c, f]	**18**			SPED 4761 Secondary Methods: Mild Dis	3		
1. ISCI 2001 Life/Earth Science	3			READ 4251 Assess/Correct of Read	3		
2. ISCI 2002 Physical Science	3			**Block IV**	**12**		
3. MATH 2008 Foundation of Numbers and Operations	3			SPED 4786[e]	9		
4. EDUC 2110 Investigating Critical & Contemporary Issues in Educ	3			SPED 4789	3		
5. EDUC 2120 Exploring SocioCultural Perspectives on Diversity	3						
6. EDUC 2130 Exploring Learning and Teaching	3						
Total Core Curriculum	**60**			**Total Professional Education**	**61**		
Physical Education	**3**			**Total Core**	**60**		
1. PWLA 1600	2			**Total Program**	**124**		
2. PWLA Activity Course	1			**a,b,d,e -- See Program Notes**			

Program Notes

a See catalog and advisor in major area
b Requires a grade of C or better in each course
c Requires a minimum GPA of 2.5
d Courses require admission to Teacher Education
e Advance application required
f Courses are pending approval

College of Education
University of West Georgia

2/1/11

Course Update Request (Add, Delete, Modify)

Originator

Collaborative Support and Intervention	College of Education	Bucholz, Jessica
Department	College	Originator

Action

(●) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

SPED	4709	Special Education Policies and Procedures
Prefix	Number	Course Title

Coverage of ethical guidelines, policies, and procedures pertinent to teachers who provide special education services, including current laws, ethical standards, federal and state regulations, individualized education programs, and transition planning. Must be taken concurrently with SPED 3713.

Course Catalog Description

3	0	3	Fall - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to Teacher Education

Corequisites

Must be taken concurrently with SPED 3713.

Rationale

With the removal of SPED 3707 and SPED 4710 from the undergraduate program, SPED 4709 has been created to include the most essential content from those two courses at a three (3) credit level. Additionally, one of the objectives from SPED 3713 has been removed from that course and incorporated here in this course. These classes (SPED 3713 and proposed 4709) are part of Block I and are all experientially connected. (See current and proposed plans of study.)

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Comments

College Approvals

Michael T. Garrett [APPROVED 2012-02-09]
Chair, Course Department

Dianne Hoff [APPROVED 2012-02-13]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

SPED 4709 SPECIAL EDUCATION POLICIES AND PROCEDURES

Semester Hours: 3
Semester/Year:

Time/Location
Instructor:

Office Location:

Office Hours:

Telephone: 678/839-6567 (general department)
(office)

E-mail:

Fax: 678/839-6162

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
Prerequisites: Admission to Teacher Education.

Coverage of ethical guidelines, policies, and procedures pertinent to teachers providing special education services, including current laws, ethical standards, federal and state regulations,

individualized education programs, and transition planning. Must be taken concurrently with SPED 3713.

CONCEPTUAL FRAMEWORK

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

Insert the various pedagogical methods that will be used for this class (e.g. interactive technology, guest speakers, small group discussion, case studies, etc.)

COURSE OBJECTIVES

Students will:

1.	locate, answer questions about, and discuss information related to federal laws and regulations concerning special education (Council for Exceptional Children, 2005; Gibb & Dyches, 2007; Wright & Wright, 2005; Wright, Wright, & Heath, 2004) (Decisive, Leading, Knowledgeable; CEC* 1, 9, 10);
2.	locate, answer questions about, and discuss information related to Georgia state special education rules and policies concerning special education (Georgia Department of Education, 2000) (Decisive, Leading, Knowledgeable; CEC 1, 9);
3.	demonstrate knowledge of federal and state regulations and procedures and of expert professional recommendations regarding Individual Education Program plans (IEPs) (Bateman & Herr, 2005; Council for Exceptional Children, 2005; Georgia Department of Education, 2000; Gibb & Dyches, 2007; Gorn, 2003; Turnbull, Turnbull, Erwin, & Soodak, 2006)

	(Decisive, Leading, Collaborative, Knowledgeable, Proactive; CEC 1, 7, 9);
4.	write curriculum-portion IEP components (current levels of performance, goals, and short-term objectives/ benchmarks) for hypothetical or real students (Alberto & Troutman, 2006; Bateman & Herr, 2003; Choate, Enright, Miller, Poteet, & Rakes, 1995; Gibb & Dyches, 2007) (Decisive, Knowledgeable; CEC 7)
5.	discuss ethical guidelines pertinent to special education and to education in the state of Georgia, and use these guidelines to identify and evaluate potential actions/activities of educators (Council for Exceptional Children, 2003; Professional Standards Commission, 2005) (Knowledgeable; CEC 9)
6.	demonstrate knowledge of legislation pertaining to transition services (McDonnell, Mathot-Buckner, & Ferguson, 1996; Platt & Olson, 1997; Rusch & Chadsey, 1998; Wehman, 1996) (Knowledgeable; CEC 1)
7.	demonstrate knowledge of transition planning and non-biased transition assessment (Brolin, 1997; Platt & Olson, 1997; Rusch & Chadsey, 1998; Sands & Wehmeyer, 1996; Wehman, 1996; Wehman & Kregel, 1998; Wehmeyer, Agran, & Hughes, 1998; Wheeler, 1996) (Collaborative, Knowledgeable; CEC 8, 10)
8.	define student career goals and related educational needs and explain how transition services fit into the conceptual framework (Brolin, 1997; Platt & Olson, 1997; Rusch & Chadsey, 1998; Rusch, Destefano, Chadsey-Rusch, Phelps, & Szymanksi, 1992; West, Corbey, Boyer-Stephens, Jones, Miller, & Sarkees-Wircenski, 1999) (Decisive, Collaborative, Proactive, Reflective; CEC 3, 10);
9.	discuss the special education process including information about screening, the role of the general education teacher in screening, prereferral, referral, classification procedures, placement in the least restrictive environment, and transition for students with mild/moderate disabilities (Friend, 2010: Gargiulo, 2012; Henley et al., 2006; Heward, 2006; Hunt & Marshall, 2005; Lerner & Kline, 2009; Lewis & Doorlag, 2006; Raymond, 2004; Rosenberg, Westling & McLesky, 2011Smith, 2007; Yell, 2006) (Conceptual Framework Descriptors: Knowledgeable , Reflective, CEC 1 & 8)

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, the CEC standards are available from:
http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9091

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES

Required Text:

Gibb, G. S., & Dyches, T. T. (2007). *Guide to writing quality individualized education programs* (2nd ed.) Boston: Allyn & Bacon.

Suggested Text: if applicable

Instructional Resources:

Council for Exceptional Children. (2003). CEC code of ethics and standards for professional practice for special education. In *What every special educator must know: Ethics, standards, and guidelines for special educators* (6th ed.). Arlington, VA: Author. Available from http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/default.htm

Professional Standards Commission. (2005). *Georgia code of ethics*. Atlanta, GA: Author. Available from: http://www.gapsc.com/ProfessionalPractices/CodeOfEthics12052005.pdf

References:

Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Bateman, B. D., & Herr, C. M. (2003). *Writing measurable IEP goals and objectives*. Verona, WI: IEP Resources, Attainment Co.

Choate, J. S., Enright, B. E., Miller, L. J., Poteet, J. A., & Rakes, T. A. (1995). *Curriculum-based assessment and programming* (3rd ed.). Bostonm MA: Allyn & Bacon.

Council for Exceptional Children (2005). *The new IDEA: CEC's summary of significant issues.* Arlington, VA: Author.

Georgia Department of Education. (2000). *Rules of the State Board of Education pertaining to special education*. Retrieved January 7, 2006, from the Georgia Department of Education site: http:www.doe.k12.ga.us/sla/exceptional/rules.html

Gorn, S. (2003). *What do I do when...The answer book on individualized education programs.* Horsham, PA: LRP Publications.

Turnbull, A., Turnbull, H. R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionalities: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Wright, P. W. D., & Wright, P. D. (2005). *Wrightslaw: IDEA 2004*. Hartfield, VA: Harbor House Law Press.

Wright, P. W. D., Wright, P. D., & Heath, S. W. (2004). *Wrightslaw: No Child Left Behind.* Hartfield, VA: Harbor House Law Press.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Activities and Assessments:

1. IEP Section: Students will write the "curriculum section" (current performance levels, goals, objectives) of an IEP for a hypothetical child, following procedures and conventions discussed and practiced in class. (Objectives #3-4)
2. Ethics Reflection Exercise: Students will engage in an activity focusing on application of ethical standards to situations encountered in educational settings. Specific guidelines will be provided in class. (Objective 5)
3. In Class and/or Take Home Activities: A variety of specific activities designed to reinforce class content or provide a better context for class content will be identified. In class products will be collected and evaluated by the instructor. These activities will include activities to introduce the student to writing appropriate IEP goals, the terminology and requirements of the national and state rules and regulations governing special education, and the ethical codes which educators must follow. **Students are responsible for any content missed. In class activities that are missed can not be made up.** (Objectives #2-4).
4. Case Law Research Project and Presentation: Each student will be assigned one special education case to research and present on in class. Specific guidelines will be covered in class. (Objective #1).

Evaluation Procedures:

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or practiced in class and/or provided in written guidelines. Information as to expectations will be provided and discussed in class. Assignments will be graded according to number of points earned. **Late assignments will have 10% of the points deducted for each day that it is late**. An assignment is considered to be late if it is not handed in by the specific date and time. In class and or home work activities cannot be made up if they are missed and will therefore earn a 0 for that assignment.

Assignment (as listed above)	# of points available
1. IEP Section	20 points
2. Ethics Exercise	20 Points
3. In Class and/or Take Home Activities	6 at 10 points each 60 points
4. Case Law Research Project	50 points (25 for the write up and 25 for the presentation)
Total Possible Points	150

Grading Policy:
A = 150 – 135 points
B = 134 – 120 points

C = 119 – 105 points
D = 104 – 90 points
F = less than 90 points

CLASS, DEPARTMENT AND UNIVERSITY POLICIES

1. Each student is expected to come prepared to class by having the text and/or packet available and having done previous readings and assignments.
2. Work done outside of class must be reasonably correct (not distract from content) in mechanics (e.g., spelling, grammar, punctuation). Points will be subtracted for inadequate work. Assignments should be keyboarded (possibly not on some forms). All work (done both inside and outside of class) must be legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable.
3. 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 the student's responsibility to check this email account for important University related information. *You might want to add other ways you'll communicate with students, especially i you have an online course (e.g. via CourseDen).*
4. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.
5. Unless other arrangements are made, work not distributed in class (due to student absence or lateness) will be available from the instructor during office hours. Materials not picked up will be kept through the next term, although they may be kept in another location.
6. As stated above, **students who miss class (or any portion of class) are responsible for the content**; while the instructor can provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. **Class time is not to be used to go over material with students who have missed class.**
7. 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 tha 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 Studer Handbook* and the *Graduate Catalog*.
8. 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 yo 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 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 documente 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.

9. Attendance and Participation: It is recommended that students attend all class sessions and be present throughout both structured and activity portions. Appropriate professional behaviors, including (but not limited to) courtesy to others and arrival on time, are expected. All assignments are to be turned in on time. Assignments are due by 8:00 am on the due date unless otherwise indicated. **Late assignments will be marked down by 10% per day.**

CLASS OUTLINE (SCHEDULE)

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due

Course Update Request (Add, Delete, Modify)

Originator

Collaborative Support and Intervention — Department
College of Education — College
Bucholz, Jessica — Originator

Action

Add | Modify | (•) Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☑ See Comments

Course Details

SPED — Prefix
4751 — Number
Practicum III — Course Title

Prerequisites: Admission to Teacher Education; All courses from Block II or permission of instructor. Application for field experience required prior to enrollment. Teaching for a 6-week period in the public schools under the supervision of an experienced, qualified classroom teacher on the level of and in the field of intended certification. This course is designed to provide students with the opportunity to participate in activities in which teachers of students with mild disabilities typically engage. Must be taken concurrently with SPED 4709, 4712, 4713, and 4761.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
	4.00	2.00	Fall - 2013	Yearly	S/U/I

Prerequisites

Teacher Education Admission TE and Educ.Field Experience Appl FE

Corequisites

Must be taken concurrently with SPED 4709, 4712, 4713, and 4761.

Rationale

SPED 4751 is being removed from the program and the content of this course is being incorporated into the two other practicum courses; SPED 3751 and SPED 3752. Those two course are being increased in credit number to incorporate the additional content and time in the field.

Planning Info

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

Present or Projected Annual Enrollment: 35

Comments

College Approvals

Michael T. Garrett [APPROVED 2012-02-09]
Chair, Course Department

Dianne Hoff [APPROVED 2012-03-04]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

SPED 4751

PRACTICUM III

Semester Hours: 2

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Telephone: 678-839-6567 (department number)
(office)

E-mail:

Fax: 678-839-6162

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

Prerequisites: Admission to Teacher Education; All courses from Block II or permission of instructor. Application for field experience required prior to enrollment.

Teaching for a 6-week period in the public schools under the supervision of an experienced, qualified classroom teacher on the level of and in the field of intended certification. This course is designed to provide students with the opportunity to participate in activities in which teachers of students with mild disabilities typically engage. Must be taken concurrently with SPED 4709, 4712, 4713, and 4761.

CONCEPTUAL FRAMEWORK

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

Insert the various pedagogical methods that will be used for this class (e.g. interactive technology, guest speakers, small group discussion, case studies, etc.)

COURSE OBJECTIVES

Students will:

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while in school settings (College of Education, 2006; Cohen, Gale, & Meyer, 2005; Correa, Jones, Thomas, & Morsink, 2005; Council for Exceptional Children, 2003; deBettencourt & Howard, 2007; Friend & Cook, 2007; Rosenberg, O'Shea, & O'Shea, 2006; Turnbull, Turnbull, Erwin, & Soodak, 2006; Winzer & Mazurek, 1998; Wong & Wong, 1998)

(Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Reflective; CEC* & INTASC** 9, 10);

2. Assist, plan, and direct appropriate individual and group instructional activities for children with mild and moderate disabilities (Armstrong, 2000; Bateman & Linden, 2006; Bray, Brown, & Green, 2004; Council for Exceptional Children, 2003; Cushner, 2006; Darch & Kame'enui, 2004; Heward, 2006; Olson & Platt, 2004; Polloway, Patton, & Serna, 2008; Sabornie & deBettencourt, 2004; Rosenberg et al., 2006)
(Decision Makers, Leaders, Adaptive, Collaborative, Empathetic, Knowledgeable, Proactive, Reflective; CEC & INTASC 2-10);

3. Participate in assessment activities, including collecting, analyzing, and evaluating individual and classroom performance data (Alberto & Troutman, 2006; Cohen & Spenciner, 2003; Council for Exceptional Children, 2003; Heward, 2006; Howell & Nolet, 2000; Polloway et al., 2008; Popham, 2005; Rosenberg et al., 2006; Sabornie & deBettencourt, 2004;)
(Decision Makers, Adaptive, Knowledgeable, Proactive, Reflective; INTASC CEC & INTASC 2-8);

4. Work as a responsible member of a team (College of Education, 2006; Correa et al., 2005; Council for Exceptional Children, 2003; Friend & Cook 2007; Heward, 2006; Olson & Platt, 2004; Polloway et al., 2008; Rosenberg et al., 2006; Turnbull et al., 2006)
(Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Empathetic, Knowledgeable, Proactive, Reflective; CEC & INTASC 1-10); and

5. Demonstrate awareness of and appropriate responses to issues and needs arising from cultural diversity, varying family constellations and needs , and specific handicapping conditions (Beirne-Smith, Patton, & Kim, 2006; Cushner, 2006; Heward, 2006; Olsen & Platt, 2004; Turnbull et al., 2006; Winzer & Mazurek, 1998)
(Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; CEC & INTASC 1-3, 5, 8-10)
6. Demonstrate knowledge of the range of assistive technology devices and the educational implications for students with mild and moderate disabilities (Bray, Brown, & Green, 2004; Kuder, 2003)
(Adaptive, Collaborative, Decision Makers, Knowledgeable, Lifelong Learners, Proactive; CEC & INTASC 1,2,3,8,9,10)

7. Develop a portfolio of materials that will facilitate communication and collaborative activities in a school environment (Council for Exceptional Children, 2003; deBettencourt & Howard, 2007; Foster et al., 2007; Friend & Cook, 2007; Turnbull et al., 2006)
(Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Reflective; CEC & INTASC 3,6,9,10)

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children, which are now aligned with the ten INTASC principles; the CEC standards are available from: http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards
**INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium. Information on core principles and standards specific to special education are available from:
http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development/

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

College of Education. (2006). *Teacher education, field experiences and internship: Policies and procedures handbook (2006-2007)*. Carrollton, GA: University of West Georgia, College of Education.

Suggested Text: If applicable

Instructional Resources: If applicable

References:

Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Armstrong, T. (2000). *Multiple intelligences in the classroom* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Bateman, B. D., & Linden, M. A. (2006). *Better IEPs: How to develop legally correct and educationally useful programs* (4th ed.). Vernon, WI: Attainment Company/IEP Resources.

Bray, M., Brown, A., & Green, T. D. (2004). *Technology and the diverse learner*. Thousand Oaks, CA: Corwin.

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People

Cohen, M. K., Gale, M., & Meyer, J. M. (2005). *Survival guide for the first-year special education teacher* (Rev. ed). Upper Saddle River, NJ: Pearson/Prentice Hall.

Correa, V. I., Jones, H. A., Thomas, C. C., & Morsink, C. V. (2005). *Interactive teaming: Enhancing programs for students with special needs* (4th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Council for Exceptional Children. (2003). *What every special educator must know: Ethics, standards, and guidelines for special educators* (5th ed.). Arlington, VA: Author.

Cushner, K. (2006). *Human diversity in action: Developing multicultural competencies for the* classroom (3rd ed.). New York: McGraw Hill.

Darch, C. B., & Kame'enui, E. J. (2004). *Instructional classroom management: A proactive approach to behavior management* (2nd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

deBettencourt, L. U., & Howard, L. A. (2007). *The effective special education teacher: A practical guide for success*. Upper Saddle, NJ: Pearson/Prentice Hall.

Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals* (5th ed.). Boston, MA: Allyn & Bacon.

Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making* (3rd ed.). Belmont, CA: Wadsworth.

Olson, J. L., & Platt, J. M. (2004). *Teaching children and adolescents with special needs* (4th ed.). Englewood Cliffs, NJ: Merrill.

Turnbull, A., Turnbull, R., Erwin, E. J., & Soodak, L. C. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Winzer, M. A., & Mazurek, K. (1998). *Special education in multicultural contexts*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Wong, H. K., & Wong, R. T. (1998). *The first days of school*. Mountain View, CA: Author.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments

1. Attendance: Students will demonstrate regular and timely ATTENDANCE in the school setting and at University meetings. Daily sign-in following school procedures is required. Students who are physically unable to attend or will be late should call both their university supervisor and the school promptly. Attendance at University meetings also is required. In cases of illness or emergencies, students are responsible for notifying the principal and the supervising teacher, and must also notify their University supervisor. Any necessary absences will be made up. Attendance and hours are to be documented.
(Objectives #1 & 4; documentation of attendance, written/oral evaluation from supervising teacher, instructor observation)

2. Time-in-Charge: take on the full teacher role (within legal or other constraints identified by the school system and University) for a *minimum* of 6 weeks.
(Objectives #1-4, 8; observations, *Teacher Education Field Experience Evaluation (TEFEE)*)

3. Code of Ethics and Standards of Conduct: follow the Code of Ethics for Educators (Georgia PSC), as well as the Standards for Professional Practice of the Council for Exceptional Children. Any conflicts with which you need assistance should be brought to the attention of the University supervisor, the Department Chairperson, and/or the Director of the Office of Field Experiences.
(Objectives #1-5; *TEFEE*)

4. Schedule for Taking over Responsibilities: Plan a schedule for gradually taking over classroom duties, to be submitted to the University supervisor.
(Objectives #1-4; completion and instructor approval of schedule)

5. Routine Instructional Activities: Each intern will engage in routine instructional activities throughout the experience. Observations of the intern by the University Supervisor and the Supervising Teacher will be conducted while engaged in routine activities. Instruction and performance of routine duties will be evaluated using formats required by the College/ Department and additional forms identified by supervisors (if desired). Specific potential assignments/components include the following:
   a. Attend and participate in team meetings
   b. Participate in delineation of primary instructional targets for each student
   c. Participate in planning and follow classroom schedules
   d. Lead and assist in implementation of planned instructional activities, including field trips, etc.
   e. Collect and analyze data
   f. Use principles of systematic instruction
   g. Use specialized equipment, materials, and techniques appropriate for children with specific handicapping conditions and children from culturally diverse backgrounds
   h. Interact appropriately with parents, families, and significant others, as well as with other professionals

   (Objectives #1-4; observations, *Teacher Performance Evaluation Instrument (TPEI), Teacher Education Field Experience Evaluation (TEFEE) form*)

6. Instructional Project: Each intern will design, implement, and evaluate a specific instructional project designed to bring children from diverse groups to high levels of achievement. A written report following the outline previously distributed and discussed will be required at the end of the project. The pupil must be identified or identifiable as having mild disabilities. Supervising Teachers are asked to assist in identification of a pupil (or small group of pupils) and a behavior/skill for this project, and to facilitate assignment of some of the student's classroom time (e.g., 20 minutes, 3 times per week) to this activity. (Objectives #2, 3, rubric)

8. Lesson Plans: Complete written plans for the weeks in which you take over full teacher duties and activities. All lesson plans are to be made available to the Supervising teacher in accordance with school policy or teacher preference.
   i) All lesson plans are to be made available to the Supervising Teacher in accordance with school policy or teacher preference (suggested to be at least three days prior to the actual date for teaching). These plans should be reviewed, critiqued, and approved by the Supervising Teacher and kept in a portfolio (when not in use) so they are available to the University Supervisor during observations.
   ii) Initially, all practicum students are required to submit "long" plans. Any plans requiring remediation will need to be resubmitted with corrections.
   (Objectives #2-4, 6, 8; rubric)

9. Initial Information: Information sheet, classroom schedule, map/directions, school system calendar dates not available for observations (e.g., work days, field trips, etc.). (Objective #1, 4; timely completion of required information)

10. Weekly Reports: To be e-mailed to University supervisor by Monday of each week (concerning the previous week). Each report should include information addressing the following:
(a) identify significant changes occurring in the school/program this week.
(b) what new or different things did you do this week?
(c) positives this week.
(d) negatives this week.
(e) make a note of anything else your University supervisor should know.
(Objective #1-4; timely completion of report)

11. IEP: Based on pupil data following requirements distributed by the instructor. (Objectives #1-4; rubric)

12. Resource File: Students will assemble a collection of resources regarding language and assistive technology and designed to support future work with pupils identified as having mild/moderate disabilities. Both levels and all ages must be represented and at least half the items must be focused on intervention as opposed to characteristics. (Objective #5; rubric)

12. Observations: Each practicum student will be observed by an assigned University Supervisor. Additional observations may be conducted at the discretion of the University Supervisor, or at the request of the intern or the supervising teacher. (Objectives #1-4; *TEFEE*)

13. Mini portfolio: Students will develop an organized collection of resources focusing on enhancing communication and collaboration in school settings. Resources mayl include commercially available materials (books, kits, curriculum materials), articles from professional journals, materials/information from organization/agency web pages, and articles from magazines/newsletters. Specific guidelines will be provided. (Objective 7; paper or electronic presentation graded via rubric)

Evaluation Procedures:

Student performance will be graded as S (Satisfactory) or U (Unsatisfactory), based on requirements outlined in this syllabus and in guidelines to be distributed and discussed in classes/ meetings.

Assignment/Activity	Points Available	Assessment Tools
Attendance	REQUIRED for a grade of S	documentation of attendance, written/oral evaluation from

		supervising teacher, instructor observation
Time in Charge	REQUIRED for a grade of S:	*TEFEE*
Code of Ethics	REQUIRED for a grade of S	*TEFEE*
Routine Instructional Activities	REQUIRED for a grade of S	completion and instructor approval of schedule
Instructional Project	REQUIRED for a grade of S	rubric, documentation of implementation
Unit	REQUIRED for a grade of S	rubric, documentation of implementation
Lesson Plans	REQUIRED for a grade of S	observation, rubric
Initial Information	REQUIRED for a grade of S	timely completion of required information
Weekly Reports	REQUIRED for a grade of S	timely completion of report
IEP	REQUIRED for a grade of S	rubric
Observations	REQUIRED for a grade of S: Satisfactory Observations and Midterm and Final Evaluations	*TEFEE*

Grading Policy:

S = satisfactory general and specific participation, performance, and completion of assignments, including demonstration of satisfactory attitudes and dispositions, as judged and documented by the University Supervisor with input from the supervising teacher

U = unsatisfactory general or specific participation, performance, or completion of selected assignments, including evaluation of attitudes and dispositions, as judged and documented by the University Supervisor with input from the supervising teacher

Note: Professional Development Plans may be required for students during or at the conclusion of this experience should students demonstrate deficiencies in or problems with any aspect of the practicum

Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

CLASS POLICIES

1. 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. *You might want to add other ways you 'll communicate with students, especially if you have an online course (e.g. via CourseDen).*
2. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog*, *Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
3. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.
4. Unless other arrangements are made, work not distributed in classes (due to student absence or lateness) will be available from the course instructors during office hours. Materials not picked up will be kept through the next term, although they may be kept in another location.
5. 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.
6. Statement on Liability Insurance: Students in College of Education programs need tort liability insurance. They, not the University of West Georgia, are responsible for things done while participating in professional clinical experiences. Financial penalties can be extreme, particularly when public school students are injured. Students are to obtain professional tort liability insurance through one of the professional organizations or from some other source. Information concerning these organizations is available from each College of Education department.
7. We cannot call telephones that block calls from phones not providing caller ID. State of Georgia telephones do not provide caller ID and UWG phones cannot be adjusted to do so.

CLASS OUTLINE

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due

Program View Request (Read-Only)

Originator

College of Education — College
Leadership and Applied Instruction — Department
Hatfield, Laura — Originator

Action

○ Add ◉ Modify ○ Deactivate ○ Terminate ○ Reactivate

Modifications

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

Program Selection

College of Education — College
Bachelor of Science with a Major in Sport Management — Program
Bachelor of Science with a Major in Sport Management — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Bachelor of Science — Degree Name
Fall — 2012 — Effective Semester/Year

Modification Details

Modifying program sheet to replace SPMG 4680 with SPMG 3670; adding SPMG 4685 in related content area

(Max 4000 characters)

Rationale

The proposed program revisions will provide sport management students with additional field experience opportunities and support additional, market-sensitive course work in the discipline.
SPMG 3670 Practicum in Sport Management

(Max 4000 characters)

Planning Info

◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 100

Comments

(Max 4000 characters)

College Approvals

Frank Butts [APPROVED 2012-02-06]
Chair, Course Department

Dianne Hoff [APPROVED 2012-02-13]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Sport Management Program Changes

Rationale

The proposed program revisions will provide sport management students with additional field experience opportunities and support additional, market-sensitive course work in the discipline.

SPMG 3670 Practicum in Sport Management

The return of SPMG 3670 to the curriculum will provide sport management students additional field experience that will support career exploration, field-based development of professional dispositions, and valuable professional networking opportunities.

SPMG 4685 Special Topics in Sport Management

The addition of an elective housed in the sport management program will provide students with additional discipline specific training. The special topics course will rotate among sport management faculty allowing them to develop a course that aligns with their areas of expertise while meeting the changing demands of the sport industry.

Proposed

Advising Sheet for the B.S. in Sport Management.

BACHELOR OF SCIENCE
SPORT MANAGEMENT
DEPARTMENT OF LEADERSHIP & APPLIED INSTRUCTION

Name:_____ **Student ID:**_____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL	Hrs	Gr	Trf
A. Essential Skills	9			**Professional Content** [2]	42		
1. ENGL 1101	3			SPMG 3660 Moral/Ethical Issues in Sport	3		
2. ENGL 1102	3			SPMG 3661 Sociology of Sport	3		
3. MATH 1111 (Recommended)	3			SPMG 3662 Mgt/Ldrsp Sport Organizations	3		
B. Institutional Priorities	4-5			SPMG 3663 Sport Facility & Event Mgt	3		
1. COMM 1110 (Recommended)	3			SPMG 3664 Economics & Finance in Sport	3		
2. Elective course in B.				SPMG 3665 Communication in Sport	3		
C. Humanities/Arts	6			SPMG 3670 Practicum	3		
1. XIDS 2100 (Recommended)	3			SPMG 4665 Sport Marketing & Promotion	3		
2. Elective course in C.	3			SPMG 4667 Legal Issues for Sport Mgt	3		
D. Science, Math, Technology	10-11			SPMG 4584 Pre-Internship Seminar	3		
1. BIOL 1010-1010L (Recommended)	4			SPMG 4686 Internship	12		
2. Elective courses in D.	3						
3. Elective courses in D.	3			**Related Content**	18		
E. Social Sciences	12			University Approved Minor [3]			
1. HIST 1111 or 1112	3			***See Advisor for recommendations***			
2. HIST 2111 or 2112	3			Accounting, Business Administration,			
3. POLS 1101	3			Creative Writing, Economics, English,			
4. Elective course in E.	3			Finance, Management, Marketing, Mass			
F. Program Related Courses	18			Communications, Pre-Law, Psychology,			
1. SPMG 2600 Intro to Sport Mgt	3			Sociology			
2. CISM 2201 Computer Applications[1]	0-3						
3. Elective	3			SPMG 4685 Special topics	3		
4. Elective	3						
5. Elective	3						
6. Elective	3			**Total Professional Content**	60		
Physical Education Requirement	3			**Total Core**	60		
1. PWLA 1600 Personal Wellness	2			**Total Program**	120		
2. PWLA PE Activity Course	1						

[1]Or equivalent skills
[2]Requires admission to SPMG major
[3]See catalog

Student Signature:_____ **Date:** _____

Advisor Signature:_____ **Date:** _____

College of Education
University of West Georgia

PER
Effective Spring 2007

Effective Fall 2012

SPORT MANAGEMENT CURRICULUM

Sophomore Year (Fall or Spring)

SPMG 2600 Intro to Sport Management (3)

Junior Year (Fall)

SPMG 3660 Moral & Eth. Issues in Spt. (3)

SPMG 3665 Communication in Sport (3)

SPMG 3664 Econ & Finance in Sport (3)

Related Content _____(3)

Approved Elective _____(3)

15

Senior Year (Fall)

SPMG 4667 Legal Issues (3)

SPMG 3663 Sport Facility & Event Mgt. (3)

SPMG 4584 Pre-Internship Seminar (3)

Related Content_____(3)

Related Content/Approved Elective _____(3)

15

Junior Year (Spring)

SPMG 3661 Sociology of Sport (3)

SPMG 3670 Practicum (3)

SPMG 3662 Management and Leadership(3)

Related Content _____(3)

Related Content _____(3)

18

Senior Year (Spring)

SPMG 4686 Internship 12

Advising Sheet for the B.S. in Sport Management.

BACHELOR OF SCIENCE
SPORT MANAGEMENT
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND SPORT STUDIES

Name:_____ **Student ID:**_____

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL	Hrs	Gr	Trf
A. Essential Skills	9			**Professional Content** [2]	42		
1. ENGL 1101	3			SPMG 3660 Moral/Ethical Issues in Sport	3		
2. ENGL 1102	3			SPMG 3661 Sociology of Sport	3		
3. MATH 1111 (Recommended)	3			SPMG 3662 Mgt/Ldrsp Sport Organizations	3		
B. Institutional Priorities	4-5			SPMG 3663 Sport Facility & Event Mgt	3		
1. COMM 1110 (Recommended)	3			SPMG 3664 Economics & Finance in Sport	3		
2. Elective course in B.				SPMG 3665 Communication in Sport	3		
C. Humanities/Arts	6			SPMG 4665 Sport Marketing & Promotion	3		
1. XIDS 2100 (Recommended)	3			SPMG 4667 Legal Issues for Sport Mgt	3		
2. Elective course in C.	3			SPMG 4680 Applied Research Methods	3		
D. Science, Math, Technology	10-11			SPMG 4584 Pre-Internship Seminar	3		
1. BIOL 1010-1010L (Recommended)	4			SPMG 4686 Internship	12		
2. Elective courses in D.	3						
3. Elective courses in D.	3			**Related Content**	18		
E. Social Sciences	12			University Approved Minor [3]			
1. HIST 1111 or 1112	3			***See Advisor for recommendations***			
2. HIST 2111 or 2112	3			Accounting, Business Administration,			
3. POLS 1101	3			Creative Writing, Economics, English,			
4. Elective course in E.	3			Finance, Management, Marketing, Mass			
F. Program Related Courses	18			Communications, Pre-Law, Psychology,			
1. SPMG 2600 Intro to Sport Mgt	3			Sociology			
2. CISM 2201 Computer Applications[1]	0-3						
3. Elective	3						
4. Elective	3						
5. Elective	3						
6. Elective	3			**Total Professional Content**	60		
Physical Education Requirement	3			**Total Core**	60		
1. PWLA 1600 Personal Wellness	2			**Total Program**	120		
2. PWLA PE Activity Course	1						

[1] **Or equivalent skills**
[2] **Requires admission to SPMG major**
[3] **See catalog**

Student Signature:_____ **Date:** _____

Advisor Signature:_____ **Date:** _____

College of Education
University of West Georgia

PER
Effective Spring 2007

Effective Fall 2007
Current

SPORT MANAGEMENT CURRICULUM

Sophomore Year (Fall or Spring)

SPMG 2600 Intro to Sport Management (3) _____

Junior Year (Fall)

SPMG 3660 Moral & Eth. Issues in Spt. (3)

SPMG 3665 Communication in Sport (3)

SPMG 3664 Econ & Finance in Sport (3)

Related Content _____ (3)

Approved Elective _____ (3)

15

Junior Year (Spring)

SPMG 3661 Sociology of Sport (3)

SPMG 3663 Sport Facility & Event Mgt. (3)

SPMG 3662 Management and Leadership (3)

Related Content_____(3)

SPMG 4665 Sport Marketing & Promotion (3)

Related Content_____(3)

18

Senior Year (Fall)

SPMG 4667 Legal Issues (3)

SPMG 4680 Applied Research Methods (3)

SPMG 4584 Pre-Internship Seminar (3)

Related Content_____(3)

Related Content/Approved Elective_____(3)

15

Senior Year (Spring)

SPMG 4686 Internship 12

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(○) Add (○) Modify (●) Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

ART	2301	Non-Western Art
Prefix	Number	Course Title

An introduction to the art and architecture of Asia, Africa, Oceania, or the New World, to be explored as evidence of one or more non-western cultures as they evolve in specific times and places with reference to use in relationship to ritual and beliefs of those who create these expressions.

Course Catalog Description

3.00		3.00	Summer - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites

Rationale

This deletion request is part of a course number change. The course number for Non-Western Art is being changed to Art 2210.

Planning Info

(●) Library Resources are Adequate

(○) Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

College Approvals

Kevin Shunn [APPROVED 2011-03-04]
Chair, Course Department

Randy J. Hendricks [APPROVED 2011-04-14]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

ART	3403	History of Graphic Design
Prefix	Number	Course Title

This course provides art majors the opportunity to explore the historic perspectives, cultural relevance and technical aspects of graphic and design issues within the context of the contemporary profession of design. Study of historic print production processes will include printmaking and photography. Pre-requisites: ART 1006, 1007, 2201, Permission of instructor. $75.00 lab fee request.

Course Catalog Description

3		3	Summer - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Pre-requisites: ART 1006, 1007, 2201
Permission of Instructor.
$75.00 lab fee request.

Corequisites

$75.00 lab fee request.

Rationale

Expand graphic design course offerings to include study of a historic perspective to graphic design topics. This course is a useful study for all Art majors, in particular printmaking, drawing and painting majors.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Kevin Shunn [APPROVED 2011-03-04]
Chair, Course Department

Denise Overfield [APPROVED 2011-04-14]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

ART 3403: HISTORY OF GRAPHIC DESIGN 3 HRS.

COURSE DESCRIPTION:

This course provides art majors the opportunity to explore the historic perspectives, cultural relevance and technical aspects of graphic and design issues within the context of the contemporary profession of design. Study of historic print production processes will include printmaking and photography.

LEARNING OUTCOMES:

After completing this course, the student will be able to:

- To demonstrate a thorough knowledge of history of the development of written symbols
- To demonstrate a knowledge of the history of Western letterform development and how existing technology contributes to the historical aesthetic
- To demonstrate a working knowledge of the sequence of graphic design movements throughout history and the social and political contexts of each
- To demonstrate an understanding of early printing techniques and how they evolved into contemporary commercial offset printing
- To demonstrate an understanding of technology that creates screenprinting, letterpress printing, relief printing and offset printing

REQUIRED TEXTBOOK:

The History of Graphic Design, Philip Meggs and Alston W. Purvis, 4th edition, John Wiley & Sons, Inc.

EVALUATION:

Students will each be assigned reading and research in progressive modules that will each be followed by a test evaluation. There will be a mid-term and final exam, and a written research assignment. Final grades are tabulated by a combination of test scores, and a consideration of overall work habits, classroom participation, attendance, professional attitude.

ATTENDANCE:

Attendance is mandatory. It is important that students communicate with the supervising faculty concerning any absence.

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

ART	4400	Graphic Design Studio Problems
Prefix	Number	Course Title

This is a professional preparatory class in which students in the class operate as a design team that interacts directly with a variety of selected clients, with faculty supervision, to realize professional projects. This course is intended to provide students with a realistic working environment that produces tangible results beyond normal classroom assignments. Teamwork within the class is necessary to divide up work tasks and to strategize effective work flow to provide results for clients within the deadlines outlined by each specific project. Projects will vary each semester depending on the clients and work assignments will not always be identical for each student within the class. The course will be a combination of discussion, lecture, client meetings, studio and production time, with client project assignments throughout the semester. Common professional practices and client interaction skills are discussed as well as technical production issues such as offset print production, commercial paper, printing issues, and other problems as the projects require. This course will fulfill the same requirement as ART 4403 or 4404 for all graphic design majors, but not both. Pre-requisite: ART 3402 and Permission of Instructor. $75.00 lab fee.

Course Catalog Description

1.5	1.5	3	Fall - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

GD I and II, Permission of the Instructor

Corequisites

Rationale

Course will provide intermediate-level course options for graphic design students, as well as offering them the opportunity to work directly with clients on projects that may be realized. This also serves the University and local community by providing design services.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments

College Approvals

Kevin Shunn [APPROVED 2011-03-04]
Chair, Course Department

Denise Overfield [APPROVED 2011-04-14]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

HANNAFORD
Office 219, Humanities Building
Office Hours: M: 6:45-8:30pm, W: 6:45-8:30pm, F: 9am-1pm, By appointment
jhannaford@comcast.net

ART 4400: GRAPHIC DESIGN STUDIO PROBLEMS 3 HRS.

COURSE DESCRIPTION:

This is a professional preparatory class in which students in the class operate as a design team that interacts directly with a variety of selected clients, with faculty supervision, to realize professional projects. This course is intended to provide students with a realistic working environment that produces tangible results beyond normal classroom assignments. Teamwork within the class is necessary to divide up work tasks and to strategize effective work flow to provide results for clients within the deadlines outlined by each specific project. Projects will vary each semester depending on the clients and work assignments will not always be identical for each student within the class. The course will be a combination of discussion, lecture, client meetings, studio and production time, with client project assignments throughout the semester. Common professional practices and client interaction skills are discussed as well as technical production issues such as offset print production, commercial paper, printing issues, and other problems as the projects require.

In the Graphic Design curriculum, this class may be taken in place of ART 4403 OR 4404, but NOT both.

LEARNING OUTCOMES:

After completing this course, the student will be able to:

- To demonstrate an understanding of procedures for research criteria as a basis for design projects
- To demonstrate a comfort level with meeting and negotiating with clients in a professional environment
- To demonstrate a knowledge of common business and production practices in the graphic design industry
- To demonstrate the utilization of problem-solving in reaching satisfactory solutions for clients both creatively and financially
- To demonstrate an understanding of presentation techniques for professional client meetings

REQUIRED TEXTBOOK:

The Strategic Designer: Tools and Techniques for Managing the Design Process, 1st Edition, by David Holston, HOW Books

REQUIRED SUPPLIES: THE USUAL STUFF

Tracing paper pad, minimum of 11" x 14" at least 25#
Lots of #2 pencils & sharpener or Mechanical pencil with .05mm leads
1 roll of 1" white artists tape
Exacto knife + blades
12" cork-backed metal ruler
24" cork-backed metal ruler
Sharpies and large & small black markers
kneaded or white plastic erasers, no pink erasers
Black foam core or presentation board, as needed per assignment
Double Tack mounting sheets, as needed per assignment
Epson ink jet printing paper

NOTE: Since we will be working with a variety of clients with circumstances we cannot anticipate, there may be other supplies you will need to purchase on an as-needed basis.

EVALUATION:

Students will each be evaluted according to their enthusiastic contributions to each client project and are expected to participate fully in the teamwork of the group. As projects will be varied, individual student assignments for each client project will also vary.
In general, this will break down into:

- preparedness (arriving both in class and at client interactions with assigned materials
- out-of-class work / all assignments due

• work ethic and professional behavior during class
(i.e.: how well the student applies himself or herself to each assigned task)

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

Some of the coursework may take place and be graded on CourseDen.

ATTENDANCE:

Mandatory.

Attendance in studio courses is essential to derive the full benefit from lectures, demonstrations, discussions and assistance, therefore, missing class will be severely detrimental to your final grade.

> Only three (3) absences, excused or unexcused is allowed
> Every absence after three drops your grade up to .5 of a letter grade
> Arriving in class unprepared counts as an absence.
> Have your textbooks and necessary materials in class every day
> Be in class on time and have your work up or prepared for viewing as if we are having a critique.
> Work is due at the beginning of class. If you are late, your work is late and points will be deducted.
> Arriving more than 15 minutes late or leaving early without permission count as an absence.

Attendance figures into your final grade: No more than 3 absence, excused or unexcused. Any absence after 3, will deduct a minimum of half a letter grade from your final grade for each subsequent absence.

More about the attendance policy:

- Five or more absences may result in your being withdrawn from the class with either voluntarily or not with a W or a WF.
- Absences are absences regardless of the reason, so it is not necessary for you to provide doctor's notes.
- You are responsible for any material missed due to an absence. Be in touch with one of your classmates to get this information **BEFORE** you arrive at the next class. Do not expect your classmates to catch you up on the previous class during class. Do not ask me to catch you up or use your absence as an excuse for not being caught up.
- You are considered late after fifteen minutes after roll is taken. (Three lates=one absence), thereafter you are considered absent. If you leave class before class is dismissed, you will be counted absent.
- Professional behavior dictates that you communicate with me concerning the reason(s) for your absence. Otherwise, I will probably think the worst (just skipping out.) This impression builds up over time and tends to affect my attitude towards you as this behavior speaks to your seriousness about the class and graphic design as your major and future profession.
- If there are special circumstances, it is your responsibility to inform me.
- It is strongly recommended that you reserve your 3 absences for unexpected and unavoidable health issues or a serious emergency.

USE OF COURSEDEN:

Your work for this semester may have components that will be made available to you through CourseDen. When notified, you are expected to login to CourseDen, complete the assigned work, and take a Quiz on that material by an assigned Due Date. After the Due Date, the Quiz will no longer be available to you, and you will receive a "0" for that Quiz. It is imperative that you check into CourseDen AND the class blog regularly to keep up. There may be graded quizzes both announced and unannounced.

CourseDen Help: 678-839-6248. Hours are 8-5 weekdays and I have found them to be very helpful.

HOMEWORK/PROGRESS WORK & TESTS

You will ALWAYS be expected to arrive to EACH class with work that demonstrates significant progress since the last class meeting. There is a direct relationship between the amount of work you do and the quality of your final projects, thus your final grade will be severely affected by the quantity and quality of your homework. On days when you do not have specific instructions for homework, simply keep in mind that your ultimate success on any given project or this class as a whole depends on a consistent, enthusiastic work ethic. Never think that nothing is due or that you have a project nailed, as everything can ALWAYS get better with harder work.

EVALUATION/GRADING:

The student's FINAL course grade will be determined by the following:

Class Notebook /Sketchbook=20%

Project Grades=80%

Attendance: No more than 3 absences. Any absence after 3, excused or unexcused, will deduct a minimum of half a letter grade from your final grade for each subsequent absence.

CLASS EXERCISES/PROFESSIONAL BEHAVIOR:

You should treat this class as if I am your employer and I have hired you to do design work for me. You should therefore behave in a professional manner and be prepared for your "client meeting" with me in every way each time I see you. Clients expect you to arrive at meetings on time and fully prepared so you do not waste their time [or yours.] Time is money!

Every day in class I will expect from you:

- preparedness (arriving on time with the correct materials to work during class)
- out-of-class work / all assignments due and
- work ethic and professional behavior during class
  (i.e.: how well/enthusiastically you apply yourself during class to the assigned task)

For example, if you have been asked to bring in 5 sketches and you arrive to class with only 4, you will have created a very negative impression on your client [me]. Also, if you have been asked to work on a project during class and do not approach this task seriously and in a professional manner, you will not earn your daily point grade that day. These impressions add up over time and ultimately affect your credibility. **Your overall work habits, classroom participation, attendance, professional attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course. This impression, bad or good, can potentially override the numerical calculations of your final grade at the end of the semester.**

PROCESS NOTEBOOK/SKETCHBOOK: 20%

You are required to keep a neat 1" 3-ring binder containing all of your class handouts, assignments, glossaries, lecture notes, process research and other support materials you add yourself during the course of the entire semester. The notebook must be neat and well-organized, with divider pages for each section. This notebook that you will keep on an on-going basis all semester will be turned in for a grade. Always bring your class notebook is a work-in-progress that include class work, so always bring it to class. Your notebook may be checked/graded any day during class without prior notice.

You are also required to keep an ongoing sketchbook recording your work processes, research and ideas in the same notebook or a separate sketchbook. Always bring your class notebook /sketchbook to class. Your sketchbook may be checked/graded any day during class without prior notice.

PROJECT GRADES: 70% *[see Sample Grading Sheet in this Handout]*

Project grades will be based on an evaluation of

20 pts.: research & development *[evidence of enthusiastic seeking out of new information related to the project]*

20 pts.: process *[evidence of extensive investigation, enthusiastic trial-and-error, exploration documented in Class Notebook and Sketchbook]*

40 pts.: design quality/concept *[overall design direction & layout]*,

20 pts.: execution *[craftsmanship & presentation]*

Procedure: Following the format of the Sample Grading Sheet in this Handout, you will be given a grading sheet specifically designed to evaluate your performance on each project. You will be given a copy of this Grading Sheet when your projects are returned to you, so you will have a copy of it and I will retain a copy of it as well as the computer file. At the end of the semester, all grades will be tallied and given the correct proportional weight in your final grade and entered in CourseDen. After all class projects are graded, the grades for that project will be released and, you will be able to access your grades on an ongoing basis through CourseDen.

Turning Projects in: Projects are due promptly at the beginning of class on their due date. Any project submitted after the beginning of class will be deducted one full letter grade. No projects will be accepted after class is over on the due date, and a grade of 0 will be given for that project.

The clients we will be working with this semester are:

Advanced Academy: they need a recruitment brochure and some banners for the logo we already designed for them

COAH: The College of Arts and Humanities at UWG, needs logo, branding materials

WPA Project Posters, show catalogue

Future Forward/Think Tank (branding project)

CLASS COMMUNICATION: Outside of class communication will take place over our class blog and CourseDen.
The class blog address is: **uwggraphicdesignfall2012.blogspot.com**

• You must develop the habit of checking the blog regularly for updates. Your daily assignments, schedule updates, useful info, links, tips, announcements, etc. will be posted there. The postings that pertain to you will be labeled "GD:I" in some way.

• It is your responsibility to check this frequently. NOT checking the blog is NOT an acceptable excuse for not knowing what is going on in the class at all times.

Office Hours: Rm 219 Office Hours: M, W: 6:45-8:30pm, Fr: 9-1, By appointment
It is always advisable to make an appointment to meet with me even during these times if you want to be sure I'll be there. (During that time it is possible I may be running errands around the building and might be hard to find.) The best way to get in touch with me outside of class is by e-mail.

My e-mail: jhannaford@comcast.net OR joeyhan@westga.edu

SAMPLE PROJECT GRADING SHEET

Name:

Project 2:

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

20 pts. Professional Behavior/Work Habits (possible 5 pts each)

- ☐ Creative Teamwork with Instructor/ Willingness to Work with Constructive Criticism
- ☐ Consistently Pursuing Creative Solutions
- ☐ Energetic Trial and Error
- ☐ Consistent Daily Work

Total

20 pts. Research & Development (possible 5 pts each)

- ☐ Research/Resourcefulness
- ☐ Participation in Problem Solving
- ☐ Sketches
- ☐ Following Directions

Total

40 pts. Design Quality (possible 10 pts each)

- ☐ Concept
- ☐ Composition
- ☐ Typography
- ☐ Image

Total

20 pts. Presentation (possible 5 pts each)

- ☐ Craft of Typography
- ☐ Craft of Print Out
- ☐ Craft of Mounting/Board Cutting
- ☐ Overall Attention to Detail

Total

Total Points

Project Grade

Comments:

Program View Request (Read-Only)

Originator

College of Arts and Humanities — College
English and Philosophy Department — Department
Newton, David W. — Originator

Action

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

Modifications

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

Program Selection

College of Arts and Humanities — College
Minor in Creative Writing — Program
Minor in Creative Writing — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Minor — Degree Name
Fall — 2012 — Effective Semester/Year

Modification Details

The proposals modifies the courses that are required for the minor. The total number of credit hours required to complete the minor (18) remains the same. See attached document for modification details.

(Max 4000 characters)

Rationale

See attached document for rationale.

(Max 4000 characters)

Planning Info

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

Present or Projected Annual Enrollment: 100

Comments

See attached document for program modifications and rationale.

(Max 4000 characters)

College Approvals

David W. Newton [APPROVED 2012-03-06]
Chair, Course Department

Denise Overfield [APPROVED 2012-03-20]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Minor in Creative Writing
Program Modifications
Approved by the English Faculty, 02/24/12

Creative Writing Minor	**Current Program**	
Course Number	**Title**	**Credit Hours**
XIDS 2100	The Creative Process	3 credit hours
ENGL 2060	Introduction to Creative Writing	3 credit hours
ENGL 3200	Intermediate Workshop	3 credit hours
ENGL 4106	Studies in Genre	3 credit hours
English 4210	Advanced Workshop	3 credit hours
HUM XXX	Humanities elective	3 credit hours
TOTAL		**18 credit hours**

Creative Writing Minor	**Proposed Modifications**	
Course Number	**Title**	**Credit Hours**
XIDS 2100 **OR** ENGL 2060	The Creative Process or Introduction to Creative Writing	3 credit hours
ENGL 3200 (2 courses)	Intermediate Creative Writing Workshop (Poetry, Fiction, Nonfiction, or Screenwriting)	6 credit hours
ENGL 4210	Advanced Creative Writing Workshop (Poetry, Fiction, Nonfiction, or, Screenwriting)	3 credit hours
ENGL 4106, 4108, 4109, 4188, **OR** 4295	Studies in Genre, Studies in the Novel, Film as Literature, Individual Authors, or Young Adult Literature	3 credit hours
ENGL 4300 or 4310	Studies in the English Language or Studies in Literary Theory	3 credit hours
TOTAL		**18 credit hours**

Rationale

- Improve the acquisition and retention of fundamental creative-writing skills;
- Add rigor to the creative-writing curriculum, which will better prepare students for graduate and professional work;
- Lend more curricular logic to the sequencing of courses; and
- Provide students with stronger content immersion in English literature and language.

Existing Problems

- Too many substitutions for XIDS 2100, which creates scheduling problems;
- XIDS 2100 and ENGL 2060 overlap too much, which creates problems with requiring students to take both;
- Since ENGL 4106 is required for the literature and English Education majors as well, students have difficult scheduling this class; and
- The Humanities elective creates course approval complications for the coordinator, and the courses selected do not always strengthen students' development in the minor.

Proposed Modifications

The revised minor is structured around five areas:

I. Pre-workshop Preparatory Course (1 class for 3 credit hours)
The goal is to move students more quickly into the intermediate level (see II below), so students would have a choice between XIDS 2100 (The Creative Process) and ENG 2060 (Introduction to Creative Writing), which would also meet different core area requirements. While these courses are different, they both focus on the development of fundamental creative-writing skills. The caps in these classes (excepting Honors and Learning-Community sections) would initially be set each semester at 30 but potentially reach as high as 40, based on demand. This is the base of the pyramid—designed to function not as a hands-on workshop, but as an introduction that emphasizes practice, process, and a trained appreciation of the craft.

II. Intermediate Workshops (2 classes for 6 credit hours)
Students seeking the minor will take two 3200 classes in separate genres. This breeds cross-genre familiarity in the overall craft of creative-writing; fills seats; and helps students to decide which advanced workshop they wish to take.

III. Advanced Workshop (1 class for 3 credit hours)
Students enter this class better prepared to perform, as well as to ready themselves for graduate work, should they pursue that route either at West Georgia or elsewhere.

IV. Genre- or Author-Centered Course (1 class for 3 credit hours)
We have expanded the options here to include ENGL 4106 (Studies in Genre), ENGL 4108 (Studies in the Novel), ENGL 4109 (Film as Literature), ENGL 4188 (Individual Authors), and ENGL 4295 (Young Adult Literature). Multiple options here will help students progress more quickly through the minor and deepen their understanding of their chosen genre (poetry, fiction, nonfiction, film/screenwriting).

V. Language History or Theory Course (1 class for 3 credit hours)
Student choose either ENGL 4300 (Studies in English Language OR English Grammar) or ENGL 4310 (Studies in Literary Theory). This area deepens students' understanding of the English language (structural and historical) and the nature of literature.

Program View Request (Read-Only)

Originator

College of Arts and Humanities — College
Foreign Languages Department — Department
Tweraser, Felix — Originator

Action

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

Modifications

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

Program Selection

College of Arts and Humanities — College
Bachelor of Arts with a Major in Foreign Languages and Literatures — Program
Bachelor of Arts with a Major in Foreign Languages and Literatures — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Bachelor of Arts — Degree Name
Spring — Effective Semester
2012 — Effective Year

Modification Details

Drop requirement for majors to take FREN 3220 (Survey of French Literature I) and FREN 3221 (Survey of French Literature II).

(Max 4000 characters)

Rationale

Eliminating FREN 3220 and from the list of required courses for the concentration in French will allow greater flexibility in our course offerings. This change would allow the French section to regularly offer a proposed 4000-level French translation course and more 3000 level courses in French and

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments

(Max 4000 characters)

College Approvals

Felix Tweraser [APPROVED 2011-12-15]
Chair, Course Department

Denise Overfield [APPROVED 2012-02-15]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Proposed Program Change for B.A. in Foreign Languages and Literatures (French Track)

Proposal: Drop requirement for Foreign Language and Literatures majors (French concentration) to take **FREN 3220 (Survey of French Literature I)** and **FREN 3221 (Survey of French Literature II)**.

Rationale: Eliminating FREN 3220 and FREN 3221 from the list of required courses for the concentration in French will allow greater flexibility in our course offerings. For instance, this change would allow us to regularly offer a proposed 4000-level French translation course and more 3000-level courses in French and Francophone culture. Not only would such courses better respond to the interests and needs of current and future majors, but they would also attract French exchange students from two newly-established exchange programs with universities in Tours, France. FLL majors on the French track would have the same number of total required hours in French should this change be approved. FREN 3220 will be replaced by two upper-level electives.

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

HIST	4230	War, State, and Society in Early Modern Europe
Prefix	Number	Course Title

An exploration of the relationship between military, social, and political factors in Europe from the 1400s to the end of the 1700s.

Course Catalog Description

3.0		3.0	Fall - 2012	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

HIST 1111 or HIST 1112 and HIST 2111 or HIST 2112

Corequisites

Rationale

The class builds upon the History Department's strengths in military history as well upon the high degree of student interest seen the last time I offered the class in 2009 as a special topics course. Through looking at the issues of war, state, and society, the class introduces undergraduates to the basic events and figures of early modern European history and, so, offers them firm foundations for other classes in the area.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

College Approvals

Howard Goodson [APPROVED 2012-03-12]
Chair, Course Department

Denise Overfield [APPROVED 2012-03-19]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

University of West Georgia **Department of History**

HIST 4230: War, State, and Society in Early Modern Europe

Dr. Charles Lipp **Office: TLC 3217** **E-Mail clipp@westga.edu** **Phone: 678-839-6039**	**T/Th 12:30-1:50, Pafford 204** **Office Hours: TBD**

Course Description:

Warfare has been a constant element in European history. This course explores the relationship between the military, politics, and society during one of the most important periods of European history: the sixteenth through eighteenth centuries. These years saw crucial changes in technology and tactics and witnessed some of the most colorful figures in Europe's history, including Louis XIV, Frederick the Great, and Napoleon. However, this class is not a survey of isolated battles and leaders. Warfare, its causes, its characteristics, its impact, cannot be understood in isolation from its surrounding society and culture. Thus, we will focus on how contemporary European society shaped the nature of war during the early modern period and how war shaped society at the same time.

Learning Outcomes:

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

- an in-depth understanding of crucial aspects of early modern European military and political history, which have helped shaped today's world.
- an understanding of how multi-variable process have functioned in the past through exploring the relationship between military, political, and social change.
- increased skills at reading critically and analyzing primary sources.
- increased abilities at crafting arguments, in both written and oral form.

Required Materials:

Brig. Gen. Thomas R. Philips, ed., *The Roots of Strategy* (Stackpole Books, 1985); ISBN 978-0811721943.

Jean Froissart, *Chronicles* (Penguin Classics, 1978); ISBN 978-0140442007.

Luigi Guicciardini, *The Sack of Rome* (Italica Press, 2008); ISBN 978-0934977326.

Peter H. Wilson, *The Thirty Years' War: A Sourcebook* (Palgrave Macmillan, 2010); ISBN 978-0230242050.

Jakob Walter, *The Diary of a Napoleonic Foot Soldier* (Penguin Books, 1993); ISBN 978-0140165593.

Grading and Policies:

Your final grade will be factored as follows:

Five Short Analytical Papers:	20%
On-Line Date Base Primary Source Analysis Paper:	20%
Assignment includes:	
1) Paper Proposal	
2) First Draft	
3) Final Draft	
(if any part of the project is not completed, you will fail the entire assignment)	
Take-Home Midterm Examination	20%
Take-Home Final Examination	20%
Participation:	20%

Detailed information regarding written assignments and exams will be provided during the course of the semester.

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

•*Grading Criteria*
Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

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

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

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

"D" grades reflect poor work that fails to demonstrate a mastery of assigned material. "D" work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.
"F" grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

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

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

For any instance of plagiarism discovered, I will impose the same penalty: an absolute 0 points for the assignment (for any part of the source paper assignment, that means the entire paper grade). At the least, this will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

•Participation
Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under

question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

•*Etiquette and Obligations*

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

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

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

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

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

•*Communications*

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

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

Course Outline:

Week:	Tuesday:	Thursday:
1	8/21: • Class Introduction • Premodern Europe – Some Basics: Society, Religion, Politics	8/23: • The "Military Revolution" Thesis and Early Modern Europe • Medieval Warfare, I
2	8/28: • Medieval Warfare, II	8/30: • The 1300s – The 100 Years' War and the Reemergence of Infantry
3	9/04: **Discuss**: Froissart, *Chronicles* **Short Analytical Paper 1 Due**	9/06: • The Italian Renaissance and War
4	9/11: • The Italian Wars, 1494-1559 **On-Line Database Primary Source Analysis Proposal Due**	9/13: • The Rise of Gunpowder Weaponry **Watch**: Conquest: Early Firearms (YouTube)
5	9/18: **Discuss**: Vegetius (in *Roots of Strategy*)and Guicciardini **Short Analytical Paper 2 Due**	9/20: • Religion and War
6	9/25: • The Impact of the Reformation	9/27: • Religious War in the later 16th Century
7	10/02: • The Dutch Revolt	10/04: • The Thirty Years' War, I

8	10/09: • The Thirty Years' War, II	10/11: **Discuss**: Wilson, *30 Years' War Sourcebook* **Short Analytical Paper 3 Due**
9	10/16: • The Rise of Absolute Monarchy **Take-Home Midterm Due**	10/18: • The Wars of Louis XIV, I
10	10/23: • The Wars of Louis XIV, II	10/25: • Warfare in 17th Century Eastern Europe
11	10/30: • Rising States? War in the Age of Enlightenment **On-Line Database Primary Source Analysis Paper First Draft Due**	11/01: • From the Peace of Utrecht to the War of the Austrian Succession
12	11/06: • **Discuss**: de Saxe and Frederick (in *Roots of Strategy*) **Short Analytical Paper 4 Due**	11/08: • Europe, War, and the World, 1500-1750
13	11/13: • The Great War for Empire, 1756-1763	11/15: • French Revolution, I
14	11/20: **Thanksgiving – NO CLASS**	11/22: **Thanksgiving – NO CLASS**

15	11/27: • French Revolution, II **<u>On-Line Database Primary Source Analysis Paper Final Draft Due</u>**	11/29: • **Discuss**: Napoleon (in *Roots of Strategy*) and Walter **<u>Short Analytical Paper 5 Due</u>**
16	12/04: • Legacies **<u>Take-Home Final Due</u>**	

Program View Request (Read-Only)

Originator

College of Arts and Humanities — College
Music Department — Department
Hibbard, Kevin R. — Originator

Action

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

Modifications

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

Program Selection

College of Arts and Humanities — College
Bachelor of Music with a Major in Theory and Composition — Program
Bachelor of Music with a Major in Theory and Composition — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Bachelor of Music — Degree Name
Fall 2012 — Effective Semester/Year

Modification Details

Change program name to Bachelor of Music with a Major in Composition [delete Theory]

(Max 4000 characters)

Rationale

Our accrediting body, the National Association of Schools of Music, now considers Theory and Composition to be two discrete degrees. Our program meets the requirements for the Composition degree, but not the Theory degree.

(Max 4000 characters)

Planning Info

(•) Library Resources are Adequate
( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment: 3

Comments

The Program is listed as Composition in the catalog, but the change has never been made in the BOR system office. This proposal begins the process of updating the program name with the system office.

(Max 4000 characters)

College Approvals

Kevin R. Hibbard [APPROVED 2012-02-08]
Chair, Course Department

Denise Overfield [APPROVED 2012-02-15]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

COMPOSITION PROGRAM SHEET

University of West Georgia • Department of Music • 2011-2012 Undergraduate Catalog

Name: _____ Student I.D. # _____

Principal Applied: _____ Transfer Institution(s): _____

CORE CURRICULUM	Cr.	Term	Grade
A. Essential Skills (9 Hrs.)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001, 1111, 1113, or 1634	3-4		
Students entering Fall 2010 must complete Area A within 60 hrs.			
Students entering Fall 2011 must complete Area A within 45 hrs.			
Students entering Fall 2012 must complete Area A within 30 hrs.			
B. Institutional Priorities (5 Hrs.)			
Oral Communication	3-4		
Institutional Elective	1-2		
C. Humanities and Fine Arts (6 Hrs.)			
Fine Arts	3		
Humanities	3		
D. Science, Math, Tech. (10 Hrs.)			
Lab Science elective	4		
Science elective without lab	3		
Math/Science/Technology elective	3		
E. Social Sciences (12 Hrs.)			
HIST 111X Surv. of World History	3		
HIST 211X U. S. History	3		
POLS 1101 American Government	3		
Social Science Elective	3		
F. Program Related Courses (18 Hrs.)			
MUSC 1301 Music Theory I	3		
MUSC 1302 Music Theory II	3		
MUSC 1401 Aural Skills I	1		
MUSC 1402 Aural Skills II	1		
MUSC 1501 Keyboard Skills I	1		
MUSC 1502 Keyboard Skills II	1		
MUSC 2600 Principal Applied	4		
MUSC 27XX Large Ensemble[7]	4		
Core Subtotal	**60**		

COMPOSITION CONCENTRATION	Cr.	Term	Grade
Courses Common to all Options			
MUSC 1000 Comprehensive Music Lab.[1]	0		
MUSC 2301 Music Theory III	3		
MUSC 2302 Music Theory IV	3		
MUSC 2401 Aural Skills III	1		
MUSC 2402 Aural Skills IV	1		
MUSC 2501 Keyboard Skills III	1		
MUSC 2502 Keyboard Skills IV[2]	1		
MUSC 2600 Principal Applied	2		
MUSC 3230 Tech. in Comp. & Improv.	2		
MUSC 3601 Woodwind Tech. & Mat.	1		
MUSC 3602 Brass Tech. & Materials	1		
MUSC 3603 Percussion Tech. & Mat.	1		
MUSC 3604 String Tech. & Materials	1		
MUSC 3605 Voice Tech. & Materials	1		
MUSC 3701 Western Music before 1825	3		
MUSC 3702 W. Music . . . & World Music	3		
MUSC 3850 Conducting	3		
MUSC 4200 Orchestration & Arranging	2		
MUSC 4240 Form and Analysis	2		
MUSC 4400 Counterpoint	2		
MUSC 4410 Applied Composition	4		
MUSC 4600 Principal Applied[3]	4		
MUSC 4610 Secondary Applied *or* MUSC 4850 Applied Conducting	3		
MUSC 47XX-48XX Ensemble[6]	3		
MUSC 4941 Half Recital[4]	0		
MUSC 4942 Full Recital[5]	0		
MUSC 4944 Half Composition Recital	2		
MUSC 4945 Full Composition Recital	3		
Upper-division MUSC Electives	7		
Concentration Subtotal	**60**		
Total Program Hours	**120**		

[1]Six terms must be completed with a grade of "S"

[2]Passing MUSC 2502 constitutes piano proficiency

[3]Passage of the Level-Change Exam is a prerequisite

[4]Enroll during second semester of upper-division Prinicipal Applied

[5]Enroll during last semester of Prinicipal Applied

[6]Enroll in course/ensemble appropriate to Principal Applied area

[7]Vocal principals take Concert Choir; Wind, Brass, and Percussion principals take Marching Band or Symphony Band; Guitar principals take four semesters of any combination of Concert Choir, Marching Band, or Symphony Band

Program View Request (Read-Only)

Originator

College of Arts and Humanities — College
Theater Department — Department
Gagnon, Pauline — Originator

Action

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

Modifications

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

Program Selection

College of Arts and Humanities — College
Bachelor of Arts with a Major in Theatre — Program
Bachelor of Arts with a Major in Theatre — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Bachelor of Arts — Degree Name
Fall — 2012 — Effective Semester/Year

Modification Details

Strike the OR XIDS 2100 in Core Area F
Reverse the placement of THEA 1291 and THEA 2291.
Students should be advised to take THEA 1291 in first year
followed by THEA 2291 in second

(Max 4000 characters)

Rationale

Improved advising and logic of sequence

(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

Pauline Gagnon [APPROVED 2012-02-23]
Chair, Course Department

Denise Overfield [APPROVED 2012-03-20]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

B.A. DEGREE WITH A MAJOR IN THEATRE

Revision February 2012

Requirements/Restrictions Specific to this Major and Assessment:

1. **Must have a minimum cumulative 2.5 GPA in fifteen hours of core curriculum course work to declare a major in theatre.**
2. **In addition to the required course work and expectations, all theatre majors will be required to participate in an exit interview presenting a performance audition and/or portfolio presentation.**
3. **All theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook, which is published annually by the Theatre Program.**

CORE AREA F – 18 hours

____THEA 1100 Theatre Appreciation ~~*OR*~~	
~~____*XIDS 2100 Interdisciplinary Arts & Ideas*~~	*(3)*
____FOREIGN LANGUAGE 2001-2002	(6)
____THEA 2100 Play Analysis	(3)
____*THEA 1291: Voice & Movement I*	*(3)*
____1000 – or – 2000 Level Course MUST BE ART OR MUSIC	(3)

Courses specific for the major (45 hours)

____THEA 1000: Theatre Laboratory	(0)
____THEA 1111 & 1112 Production and Performance	(2)
____*THEA 2291 Acting I*	*(3)*
____THEA 2111 & 2112 Production and Performance	(2)
____THEA 2214 Concepts in Theatre Design	(3)
____THEA 2290 Stagecraft	(3)
____THEA 2390 Stage Make Up	(3)
____THEA 3291 Voice & Movement II or THEA 4485 Special Topics or THEA 4486 Internship	(3)
____THEA 3392 Acting II or THEA 3290 Costume Design	(3)
____THEA 3394 Directing (DSW)	(3)
____THEA 3111 & THEA 3112 Production and Performance	(2)
____THEA 3415: Playwriting I: Devised Theatre	(3)
____THEA 3357 Theatre History I (DSW)	(3)
____THEA 4111 Production and Performance Capstone	(3)
____THEA 4412 Acting III (DSW) or THEA 3214 Scenography (DSW)	(3)

____THEA 4415 Playwriting II (DSW) (3)
____THEA 4457W Theatre History II (3)

Theatre Electives

Select two of the following – 6 hours

____ THEA 3214 Scenography
____THEA 3291 Voice & Movement II
____THEA 3290 Costume Design
____THEA 3392 Acting II
____THEA 4412 Acting III
____THEA 4486 Internship (3-6)
____THEA 4485 Special Topics (3-6)
____ ENGL 3200 (Screenwriting only) (3)
____ENGL 4106 (Genres in Drama only) (3)
____ENGL 4188 (Shakespeare only) (3)

Free Electives: 9 hours

6 credit hours must be in courses numbered 3000 or above outside the major
3 credit hours must be in courses numbered 1000—2000 outside the major

Requirements For A Minor In Theatre – 18 HOURS

All theatre minors are required to follow guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program.

_____ THEA 1111 or 1112 or 2111 or 2112 or 3111 or 3112 Production & Performance (3)
_____THEA 2100 Script Analysis (3)
_____ THEA 2291 Acting I (3)
_____ THEA 3357 Theatre History I or THEA 4457 Theatre History II (3)

Upper Level Electives (6)

Must be 3000-4000 level THEA courses. Choose two.

Program View Request (Read-Only)

Originator

College of Social Sciences — College
Psychology Department — Department
Dillon, James — 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 Psychology — Program
Bachelor of Arts with a Major in Psychology — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Bachelor of Arts — Degree Name
Fall — 2012 — Effective Semester/Year

Modification Details

The Psychology Department has voted to change the requirements to declare an undergraduate major. Currently a student must have 15 hours and a 2.5 G.P.A. The change would be as follows: Students wishing to declare

(Max 4000 characters)

Rationale

Many students cannot declare psychology until very late in their tenure because of a low GPA. These students do not receive an advisor until they declare.

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 500

Comments

(Max 4000 characters)

College Approvals

Donadrian Rice [APPROVED 2012-02-23]
Chair, Course Department

Heather Mbaye [APPROVED 2012-02-23]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Current Policy to be deleted:

~~To Be Admitted Into The B.A. Program In Psychology, Students Must Have Completed At Least 15 Hours With A Cumulative GPA (Including All Transfer Credit) Of 2.5 Or Better. Students Must Declare The Major In Psychology Prior To Attempting 90 Credit Hours.~~

Proposed Policy

Students wishing to declare Psychology as a major must: have at least 45 completed hours of academic credit, earned a C or better in PSYC 1101, and have earned a grade of B or better in any three (3) Psychology (PSYC) courses (at any level).

Course Update Request (Add, Delete, Modify)

Originator

Economics	Richards College of Business	Boldt, David J.
Department	College	Originator

Action

Add | Modify | (•) Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

ECON	4455	International Financial Econ
Prefix	Number	Course Title

A study of the international financial markets. Topics include exchange rate models, trading strategies, short and long term forecasting, floating exchange rate system and international monetary institutions.

Course Catalog Description

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

Prerequisites

ECON 2105 and ECON 2106

Corequisites

Rationale

The course is no longer being offered.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

College Approvals

David J. Boldt [APPROVED 2012-02-07]
Chair, Course Department

Faye McIntyre [APPROVED 2012-02-27]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

David J. Boldt [APPROVED 2012-02-21]
RCOB Undergraduate Program Committee Chair

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Economics	Richards College of Business	Boldt, David J.
Department	College	Originator

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

ECON	4475	Introduction to Econometrics and Analytics
Prefix	Number	Course Title

The course emphasis is on applications of econometrics and techniques in business analytics. Topics include methods of presenting data, numerical measures and correlation, estimation, linear/non-linear regression, limited dependent variables, simultaneous equations/instrumental variables, models of duration, and the use of these models in decision making processes. SAS business analytics software will be used in this course.

Course Catalog Description

3	0	3	Fall - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ECON 3402, ECON 3460 and MATH 1413 or consent of department chair

Corequisites

Rationale

Upon completion of the course, students will have a more advanced knowledge of econometric techniques. Students completing this course will be more prepared for graduate programs in economics and business. In addition, students in this course will become familiar with the use of SAS software, an extremely popular business analytics software.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

College Approvals

David J. Boldt [APPROVED 2012-02-07]
Chair, Course Department

Faye McIntyre [APPROVED 2012-02-27]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

David J. Boldt [APPROVED 2012-02-21]
RCOB Undergraduate Program Committee Chair

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

ECON 4475 – Introduction to Econometrics and Analytics
INSTRUCTORS: Adrian Austin & William J. (Joey) Smith
PHONES: 678-839-4773 (Adrian Austin) or 678-839-4779 (Joey Smith) 678-839-6477 (Main Office)
E-MAIL: aaustin@westga.edu and wjsmith@westga.edu
OFFICES: Rooms 1315 & 1303 RCOB
OFFICE HOURS TBA

TEXT: Introductory Econometrics for Undergraduates by Elia Kacapyr, along with selected readings, videos, and tutorials to be posted via CourseDen.

COURSE DESCRIPTION: The course emphasis is on applications of econometrics and techniques in business analytics. Topics include methods of presenting data, numerical measures and correlation, probability theory and probability distributions, sampling distributions, estimation, hypothesis testing, linear/non-linear regression, limited dependent variables, simultaneous equations/instrumental variables, models of duration, and the use of these models in decision making processes. This course will be held in a computer lab and SAS.

With the use of computers in businesses, firms are now able to accumulate business data on the scale of terabytes and petabytes. These data can contain anything from credit card transactions or movie downloads, providing businesses with unprecedented insight into a person's behavior in the marketplace. The growing ability to collect data, however, has not always translated into better decisions by those businesses that collect it. The goal of this class is to provide a foundation for analyzing data for the purpose of making decisions for business, as well as other data-informed fields of study.

PREREQUISITES: Introduction to Business Statistics (Econ 3402), Economic Forecasting (Econ 3460), Survey of Calculus (MATH 1413) or consent of chair.

LEARNING OBJECTIVES:

(1) Use discrete and continuous probability distributions and sampling distributions in a variety of business applications (LG2, LG3, LG6, LG10)
(3) Estimate regression models, evaluate the results of regression models, and use the results for prediction and forecasting (LG2, LG3, LG6, LG10)
(3) Use SAS to generate descriptive statistics, manipulate data, and estimate a variety of different econometric specifications. (LG2, LG3, LG6, LG10)
(4) Produce a research paper on an economics-related topic (LG1, LG2, LG3, LG6, LG10).
(6) Make an effective professional, statistically-based presentation. (LG1, LG2, LG3, LG6, LG10)

The Department of Economics Learning Goals (LG) can be found at www.westga.edu/econ/index_12904.php.

COURSE OUTLINE:

Module 1: Economic Questions and Data
Lab 1: (intro to SAS: The user interface, programming, reading data, file formats, merging, Proc Contents & cleaning)
Lil'Project 1: Obtaining & Using Data – Creating SAS datasets from other file formats – Data Files (instructions provided in-class)

Module 2: Review of Probability/Statistics & Bivariate Regression
Lab 2: (intro to SAS: Descriptive statistics, re-coding, & spotting data problems)
Lil'Project 2: Estimating the Marginal Propensity to Consume Using OLS – Country Data, US Data (instructions forthcoming)

Module 3: Review Linear Multiple Regression
Lab 3: (SAS: Menu-driven regressions, Proc Reg, & interpreting regression output)
Lil'Project 3: Determinants of fuel purchases by State? – State Data

Project Proposal: One class period dedicated to helping students organize thoughts, data, and materials for end-of-course project/presentation

Module 4: Linear Regression Violations and Fixes (Non-linearity)
Lab 4: (SAS: re-scaling, linearization, logs, squares & cross products)
Lil'Project 4: Estimating OLS using Log & Interactions: Estimating the Elasticity of Demand (Data & Links to be added)
IN-CLASS MIDTERM

Module 5: Linear Regression Violations and Fixes (Non-constant Variance)
Lab 5: (SAS: Correcting errors and inference, White's Test, Breusch-Pagan)
Lil'Project 5: Estimating State Per Capita School Expenditures with PCI: Heteroskedastic Errors – State Data (instructions forthcoming)

Module 6: Linear Regression Violations and Fixes (Non-normality and Non-indep. errors)
Lab 6: (SAS: Introduction to other non-OLS estimation techniques)
Lil'Project 6: Data Instructions (links to be added)

Module 7: Regression with a Limited (Binary) Dependent Variable
Lab 7: (SAS: Proc Probit, Proc Logistic)
Lil'Project 7: Does Political Contributions Influence A Politicians Vote? — Vote Data, Data Description (instructions forthcoming)

Module 8: Instrumental Variables Regression (endogeneity)
Lab 8: (SAS: Supply/Demand estimation, Proc Syslin, models, identification, & examples of simultaneous systems)
Lil'Project 8: Data Instructions (links to be added)

If we have time: TBD

Module 9: Duration Models
Module 10: Introduction to Time Series Regression and Forecasting
Optional Project: Writing simple macros in SAS

Module 11: Student Research & Presentations

IN-CLASS FINAL

GRADE COMPOSITION

IN-CLASS EXAMS	**40%**
Lil' Projects	**30%**
PAPER/PPROJECT/PRES.	**30%**

Things considered for individual project grading

I. TOPIC
Originality, Ambition Appropriateness

II. DATA
Initiative in acquisition, difficulty in acquisition, thoroughness of search

III. STATISTICAL ANALYSIS
t-tests, f-test, interpretation of adjusted R^2, test for serial correlation, discussion of multicollinearity

IV. MODEL SELECTION
Major theoretical influences covered, selection of final model

V. RESULTS & CONCLUSION
Reasonableness of fit, signs and significance of coefficients

VI. PRESENTATION
Clarity and depth of discussion, appearance and professionalism, feedback from faculty and other evaluators.

Program View Request (Read-Only)

Originator

Richards College of Business (College) | Marketing and Real Estate (Department) | Taipade, Saili M. (Originator)

Action

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

Modifications

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

Program Selection

Richards College of Business (College) | Marketing and Real Estate (Department)

Certificate in Advertising (Program Name) | On Campus (Program Location) | Undergraduate (Degree Level)

BBA (Degree Name) | Fall 2012 (Effective Semester/Year)

Modification Details

Add - Certificate in Advertising Program

(Max 4000 characters)

Rationale

See attached rationale and description

(Max 4000 characters)

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments

(Max 4000 characters)

College Approvals

Salil M. Taipade [APPROVED 2012-03-02]
Chair, Course Department

Faye McIntyre [APPROVED 2012-03-19]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

David J. Boldt [APPROVED 2012-03-16]
RCOB Undergraduate Program Committee Chair

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Richards College of Business
Department of Marketing and Real Estate
"Certificate in Advertising"

Justification:

- Many students are interested in pursuing a career in Advertising.
- A "Certificate in Advertising" would provide students with a solid foundation in Advertising and make them more attractive to potential employers.
- The program will utilize a combination of courses which are already offered in the Marketing, Business Education, Mass Communication, and Art Majors as either required or elective courses.

Program:

A. Eligibility:

- A "Certificate in Advertising" can be completed by either a business or a non-business major.
- Business majors are eligible when they have attained "Major Status" within the Richards College of Business.
- Non-Business majors are eligible when they have completed 45 hours of classes with at least a 2.0 GPA.
- Students can formally apply to enroll in the certificate program in the Department of Marketing and Real Estate.

B. Course Requirements:

MKTG 3803—Principles of Marketing
MKTG 3809—Advertising Practices
MKTG 3810—Social Media and Online Marketing

And one of the following:
ABED 4118 — Web Page Design
MKTG 4886 — Marketing Internship (advertising focus)
MKTG 4881 — Independent Study in Marketing (advertising focus)
COMM 3350 — Telecommunications and Electronic Media Industries
ART 3401 — Graphic Design I
MKTG 4885 – Special Topics in Marketing

C. **Certification:** The Registrar will be notified by the Marketing Department Chair after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Marketing and Real Estate Department.

Program View Request (Read-Only)

Originator

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

Action

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

Modifications

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

Program Selection

School of Nursing — College
Bachelor of Science in Nursing — Program
Bachelor of Science in Nursing — Program Name
On Campus — Program Location
Undergraduate — Degree Level
Bachelor of Science in Nursing — Degree Name
Summer 2012 — Effective Semester/Year

Modification Details

Deleting NURS 2023 (Applied Pharmacology taken in BSN Program) (3 Hours), and a Social Science Elective (3 Hours) in core area F.

(Max 4000 characters)

Rationale

New courses (NURS 2101 & NURS 2102) will in effect replace NURS 2023 (3 Hours) and Social Science Elective (3 Hours) in area F.

(Max 4000 characters)

Planning Info

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

Present or Projected Annual Enrollment: 120

Comments

(Max 4000 characters)

College Approvals

Cynthia Epps [APPROVED 2012-04-13]
Associate Dean, Nursing

Kathryn M. Grams [APPROVED 2012-04-13]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

School of Nursing Core Curriculum

Semester Core Curriculum (60 Hours)	
Area - A Essential Skills (9 hours)	**Area B - Institutional Priorities (4 hours)**
ENGL 1101 (3) ENGL 1102 (3) MATH 1001 or 1111 (3)	Oral Communication (3) Institutional Elective (1)
Area C - Humanities and Fine Arts (6 hours)	**Area D - Science, Math, and Technology (11 hours)**
Fine Arts Elective (3) Humanities Elective (3)	Laboratory science sequence – Choose one: CHEM 1151K (4) and 1152K (4) CHEM 1211K (4) and CHEM 1212K (4) BIOL 1107/1107L (4) and BIOL 1108/1108L (4) PHYS 1111/1111L (4) and PHYS 1112/1112L (4) and MATH 2063 - Applied Statistics (3)
Area E - Social Sciences (12 hours)	**Area F - BSN Specific Courses (18 hours)**
HIST 1111 or 1112 (3) HIST 2111 or 2112 (3) POLS 1101 (3) Social Science Elective (3)	BIOL 2021/2021L (4) BIOL 2022/2022L (4) BIOL 2030/2030L (4) ~~Social Science/Nursing Electives (3)~~ ~~NURS 2023 (3)*~~ NURS 2101 (3) NURS 2102 (3)

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

NURS	4101	Professional Nursing Concepts III
Prefix	Number	Course Title

This course expands the perspective of the student to include a systems view of professional nursing practice within a quality caring framework. Content is designed to prepare the student to be an active collaborator within multidimensional aspects of healthcare systems.

Course Catalog Description

2	0	2	Summer - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 3102

Corequisites

Rationale

The School of Nursing at the University of West Georgia recognized the need for intense curricular revision based on new Commission on Collegiate Nursing Education (CCNE) accreditation standards and a change in the focus in nursing education on quality and safety as recommended by the institute of Medicine.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 120

Comments

This course will be taught in Summer for the Newnan BSN program, and in the Fall for the Carrollton BSN program.

College Approvals

Cynthia Epps [APPROVED 2012-03-02]
Associate Dean, Nursing

Kathryn M. Grams [APPROVED 2012-03-02]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

UNIVERSITY OF WEST GEORGIA
School of Nursing

Course: NURS 4201, Health Care of the Client III

Credit: 4-0-4

Pre-requisites: NURS 3202, NURS 3302, NURS 3303

Co-requisites: NURS 4301

Course Description:

This is the third of four concept based healthcare courses essential in preparing learners for safe and person centered care within a quality caring framework. Students continue to advance their knowledge associated with providing quality, holistic nursing care to persons throughout the lifespan. The course focuses on selected concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Learning Goals:

Upon completion of Healthcare of the Client III the learner will be able to:

1. Relate concepts of holistic nursing care to persons of diverse cultures, values, beliefs, and lifestyles across the life span. (1, 2)
2. Integrate knowledge of clinical reasoning and evidence-based nursing in the care of complex clients across the lifespan. (1, 3)
3. Integrate knowledge of health promotion, disease, and injury prevention modalities in local and global communities in relation to quality caring outcomes. (1, 3)
4. Develop effective teaching strategies that empower persons to achieve their healthcare goals. (8)
6. Demonstrate accountability for personal and professional behavior. (7)

Numbers in parenthesis after Course Learning Goals refer to Program Goals.

Concepts with Exemplars:

BIOPHYSICAL

Concept: Mobility
Exemplars: Parkinson's, MS, SCI

Concept: Reproduction

Exemplars: Male: ED, STD's
Female: Contraception, Uterine/Vaginal Prolapse, STD's, menopause, Fetal Development, Ante/Intra/Post-Partum Care & Complications of mother & newborn

Concept: Infection
Exemplars: Pediatric Specific (i.e., RSV, TORCH, bronchiolitis, Meningitis, Reye Syndrome)

Concept: Inflammation
Exemplar: Scleroderma???

Concept: Immunity
Exemplars: Auto Immune Disorders (i.e., RA, SLE, Isoimmunization)

Concept: Oxygenation
Exemplars: SIDS

Concept: Perfusion
Exemplars: PE, DIC, Shock, Congenital Heart defects, valve disorders, HIT, DIC, anemia, hemophilia, sickle cell

Concept: Metabolism & Elimination
Exemplars: Thyroid Disease, Acute Glomerular Nephritis, Nephrotic Syndrome

Concept: Sensory Perception
Exemplars: Visual & Hearing (i.e., otitis media) Impairment

Concept: Intracranial Regulation
Exemplars: Increased intracranial pressure, Acute Brain Injury, Seizure Disorder

SOCIAL

Concept: Sexuality
Exemplars: Sexual Health, Sexual Self Concept, Sexual Orientation, Gender Identity, Sexuality across the Lifespan

Concept: Nutritional Health
Exemplars: PICA, Celiac Disease

Concept: Vulnerable Populations
Exemplars: Neonate & Children (i.e., metabolic disorders, Celiac Disease)

Textbooks:

North Carolina Concept Based Editorial Board, (Eds.). (2011). *Nursing: A concept based approach to learning.* Boston, MA: Pearson.

Learning Activities:

Learning Activities	Assessment Strategies
Case Study Presentations	Small Group Presentation of Case Study to Class- Evaluated with Rubric

Numbers in parentheses refer to Course Learning Goals. Separate guides and grading rubrics available for all activities.

Methods of Evaluation:

4 Examinations and Comprehensive Final Exam, Content Mastery Proctored ATI Examination

Grading System:

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	below 60%

Class Attendance/Participation:

Academic Dishonesty:

Adherence to the University Of West Georgia School Of Nursing Honor Code is required. The academic dishonesty policies of this course are the same as those found in the most recent edition of the *University of West Georgia Connection* and *BSN Student Handbooks.* Evidence of student cheating, fabrication, or plagiarism, as defined in these policies, (including copying of reference materials directly into class projects or papers without proper citations) will result in failure of the course.

HCC III
Approved SONF 2-27-12/CW

Communication:

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or CourseDen. Students at UWG are required to have ready access to computers for their course work and will be expected to use WebVista as directed by the faculty. Information about needed computer specifications is found at http://www.westga.edu/~techlife

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

NURS — Prefix
4102 — Number
Professional Nursing Concepts IV — Course Title

This course empowers the student to synthesize knowledge of professional concepts within a quality caring framework. Content is designed to prepare the student to apply leadership and management principles to achieve positive health outcomes within health care systems.

Course Catalog Description

2	0	2	Spring - 2014	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 4101

Corequisites

Rationale

The School of Nursing at the University of West Georgia recognized the need for intense curricular revision based on new Commission on Collegiate Nursing Education (CCNE) accreditation standards and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

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

Present or Projected Annual Enrollment: 120

Comments

This course will be taught in the Spring for the Carrollton campus BSN program and taught in the Summer for the Newnan campus BSN program.

College Approvals

Cynthia Epps [APPROVED 2012-03-02]
Associate Dean, Nursing

Kathryn M. Grams [APPROVED 2012-03-02]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

UNIVERSITY OF WEST GEORGIA
School of Nursing

Course: NURS 4202, Health Care of the Client IV

Credit: 4-0-4

Prerequisites: NURS 4201, NURS 4301

Co-requisites: NURS 4302

Course Description:

This is the last of four concept based healthcare courses essential in preparing learners for safe and person centered care within a quality caring framework. Students analyze knowledge related to the provision of quality, holistic nursing care to persons throughout the lifespan. The course focuses on the interrelationship of multiple concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Learning Goals:

Upon completion of Healthcare of the Client IV the learner will be able to:

1. Integrate concepts of holistic nursing care for persons of diverse cultures, values, beliefs, and lifestyles across the life span. (1, 2)
2. Synthesize knowledge of clinical reasoning with evidence-based nursing care in prioritizing health care for complex clients across the lifespan. (1, 3)
3. Critique health promotion and disease and injury prevention provided in local and global communities in relation to quality caring outcomes. (1, 3)
4. Evaluate the effectiveness of teaching strategies that empower persons to achieve their healthcare goals. (4)
5. Demonstrate accountability for personal and professional behavior. (7)

Numbers in parenthesis after Course Learning Goals refer to Program Goals.

Concepts with Exemplars:

Concept:	Tissue Integrity
Exemplars:	Burns

Concept:	Infection
Exemplars:	Sepsis
Concept:	Inflammation
Exemplars:	SIRS
Concept:	Immunity
Exemplars:	HIV/AIDS
Concept:	Oxygenation
Exemplars:	ARDS
Concept:	Perfusion
Exemplars:	Cardiac Electrophysiology
Concept:	Homeostasis
Exemplars:	Shock review

Textbook:

North Carolina Concept Based Editorial Board, (Eds.). (2011). *Nursing: A Concept Based Approach To Learning.* Boston, MA: Pearson.

Learning Activities:

Case Studies

Methods of Evaluation:

4 Examinations and Comprehensive Final Exam, Content Mastery Proctored ATI Examination

Grading System:

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	below 60%

Class Attendance/Participation:

Academic Dishonesty:

The academic dishonesty policies of this course are the same as those found in the most recent edition of the *University of West Georgia Connection* and *BSN Student Handbooks*.. Evidence of student cheating, fabrication, or plagiarism, as defined in these policies, (including copying of reference materials directly into class projects or papers without proper citations) will result in failure of the course.

Communication:

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or CourseDen. Students at UWG are required to have ready access to computers for their course work and will be expected to use WebVista as directed by the faculty. Information about needed computer specifications is found at http://www.westga.edu/~techlife

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

NURS — Prefix
4201 — Number
Health Care of the Client III — Course Title

This is the third of four concept based healthcare courses essential in preparing learners for safe and person centered care within a quality caring framework. Students continue to advance their knowledge associated with providing quality, holistic nursing care to persons throughout the lifespan. The course focuses on selected concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Course Catalog Description

4	0	4	Fall - 2013	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 3202, NURS 3302, NURS 3303

Corequisites

NURS 4301

Rationale

The School of Nursing at the University of West Georgia recognized the need for intense curricular revision based on new Commission on Collegiate Nursing Education (CCNE) accreditation standards and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

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

Present or Projected Annual Enrollment: 120

Comments

This course will be taught at the Carrollton campus BSN program in the Fall and at the Newnan campus BSN program in the Spring.

College Approvals

Cynthia Epps [APPROVED 2012-03-02]
Associate Dean, Nursing

Kathryn M. Grams [APPROVED 2012-03-02]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

HCC III
Approved SONF 2-27-12/CW

UNIVERSITY OF WEST GEORGIA
School of Nursing

Course: NURS 4201, Health Care of the Client III

Credit: 4-0-4

Pre-requisites: NURS 3202, NURS 3302, NURS 3303

Co-requisites: NURS 4301

Course Description:

This is the third of four concept based healthcare courses essential in preparing learners for safe and person centered care within a quality caring framework. Students continue to advance their knowledge associated with providing quality, holistic nursing care to persons throughout the lifespan. The course focuses on selected concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Learning Goals:

Upon completion of Healthcare of the Client III the learner will be able to:

1. Relate concepts of holistic nursing care to persons of diverse cultures, values, beliefs, and lifestyles across the life span. (1, 2)
2. Integrate knowledge of clinical reasoning and evidence-based nursing in the care of complex clients across the lifespan. (1, 3)
3. Integrate knowledge of health promotion, disease, and injury prevention modalities in local and global communities in relation to quality caring outcomes. (1, 3)
4. Develop effective teaching strategies that empower persons to achieve their healthcare goals. (8)
6. Demonstrate accountability for personal and professional behavior. (7)

Numbers in parenthesis after Course Learning Goals refer to Program Goals.

Concepts with Exemplars:

BIOPHYSICAL

Concept: Mobility
Exemplars: Parkinson's, MS, SCI

Concept: Reproduction

Exemplars: Male: ED, STD's
Female: Contraception, Uterine/Vaginal Prolapse, STD's, menopause, Fetal Development, Ante/Intra/Post-Partum Care & Complications of mother & newborn

Concept: Infection
Exemplars: Pediatric Specific (i.e., RSV, TORCH, bronchiolitis, Meningitis, Reye Syndrome)

Concept: Inflammation
Exemplar: Scleroderma???

Concept: Immunity
Exemplars: Auto Immune Disorders (i.e., RA, SLE, Isoimmunization)

Concept: Oxygenation
Exemplars: SIDS

Concept: Perfusion
Exemplars: PE, DIC, Shock, Congenital Heart defects, valve disorders, HIT, DIC, anemia, hemophilia, sickle cell

Concept: Metabolism & Elimination
Exemplars: Thyroid Disease, Acute Glomerular Nephritis, Nephrotic Syndrome

Concept: Sensory Perception
Exemplars: Visual & Hearing (i.e., otitis media) Impairment

Concept: Intracranial Regulation
Exemplars: Increased intracranial pressure, Acute Brain Injury, Seizure Disorder

SOCIAL

Concept: Sexuality
Exemplars: Sexual Health, Sexual Self Concept, Sexual Orientation, Gender Identity, Sexuality across the Lifespan

Concept: Nutritional Health
Exemplars: PICA, Celiac Disease

Concept: Vulnerable Populations
Exemplars: Neonate & Children (i.e., metabolic disorders, Celiac Disease)

HCC III
Approved SONF 2-27-12/CW

Textbooks:

North Carolina Concept Based Editorial Board, (Eds.). (2011). *Nursing: A concept based approach to learning.* Boston, MA: Pearson.

Learning Activities:

Learning Activities	Assessment Strategies
Case Study Presentations	Small Group Presentation of Case Study to Class- Evaluated with Rubric

Numbers in parentheses refer to Course Learning Goals. Separate guides and grading rubrics available for all activities.

Methods of Evaluation:

4 Examinations and Comprehensive Final Exam, Content Mastery Proctored ATI Examination

Grading System:

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	below 60%

Class Attendance/Participation:

Academic Dishonesty:

Adherence to the University Of West Georgia School Of Nursing Honor Code is required. The academic dishonesty policies of this course are the same as those found in the most recent edition of the *University of West Georgia Connection* and *BSN Student Handbooks.* Evidence of student cheating, fabrication, or plagiarism, as defined in these policies, (including copying of reference materials directly into class projects or papers without proper citations) will result in failure of the course.

Communication:

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or CourseDen. Students at UWG are required to have ready access to computers for their course work and will be expected to use WebVista as directed by the faculty. Information about needed computer specifications is found at http://www.westga.edu/~techlife

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

NURS	4202	Health Care of the Client IV
Prefix	Number	Course Title

This is the last of four concept based healthcare courses essential in preparing learners for safe and person centered care within a quality caring framework. Students analyze knowledge related to the provision of quality, holistic nursing care to persons throughout the lifespan. The course focuses on the interrelationship of multiple concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Course Catalog Description

4	0	4	Spring - 2014	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 4201, NURS 4301

Corequisites

NURS 4302

Rationale

The School of Nursing at the University of West Georgia recognized the need for intense curricular revision based on new Commission on Collegiate Nursing Education (CCNE) accreditation standards and a change in the focus in nursing education on quality and safety as recommended by the institute of Medicine.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 120

Comments

Thsi course will be taught at the Carrollton campus BSN program in the Spring and taught at the Newan campus BSN program in the Fall semester.

College Approvals

Cynthia Epps [APPROVED 2012-03-02]
Associate Dean, Nursing

Kathryn M. Grams [APPROVED 2012-03-02]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

UNIVERSITY OF WEST GEORGIA
School of Nursing

Course: NURS 4202, Health Care of the Client IV

Credit: 4-0-4

Prerequisites: NURS 4201, NURS 4301

Co-requisites: NURS 4302

Course Description:

This is the last of four concept based healthcare courses essential in preparing learners for safe and person centered care within a quality caring framework. Students analyze knowledge related to the provision of quality, holistic nursing care to persons throughout the lifespan. The course focuses on the interrelationship of multiple concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Learning Goals:

Upon completion of Healthcare of the Client IV the learner will be able to:

1. Integrate concepts of holistic nursing care for persons of diverse cultures, values, beliefs, and lifestyles across the life span. (1, 2)
2. Synthesize knowledge of clinical reasoning with evidence-based nursing care in prioritizing health care for complex clients across the lifespan. (1, 3)
3. Critique health promotion and disease and injury prevention provided in local and global communities in relation to quality caring outcomes. (1, 3)
4. Evaluate the effectiveness of teaching strategies that empower persons to achieve their healthcare goals. (4)
5. Demonstrate accountability for personal and professional behavior. (7)

Numbers in parenthesis after Course Learning Goals refer to Program Goals.

Concepts with Exemplars:

Concept:	Tissue Integrity
Exemplars:	Burns

Concept:	Infection
Exemplars:	Sepsis
Concept:	Inflammation
Exemplars:	SIRS
Concept:	Immunity
Exemplars:	HIV/AIDS
Concept:	Oxygenation
Exemplars:	ARDS
Concept:	Perfusion
Exemplars:	Cardiac Electrophysiology
Concept:	Homeostasis
Exemplars:	Shock review

Textbook:

North Carolina Concept Based Editorial Board, (Eds.). (2011). *Nursing: A Concept Based Approach To Learning.* Boston, MA: Pearson.

Learning Activities:

Case Studies

Methods of Evaluation:

4 Examinations and Comprehensive Final Exam, Content Mastery Proctored ATI Examination

Grading System:

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	below 60%

Class Attendance/Participation:

Academic Dishonesty:

The academic dishonesty policies of this course are the same as those found in the most recent edition of the *University of West Georgia Connection* and *BSN Student Handbooks*.. Evidence of student cheating, fabrication, or plagiarism, as defined in these policies, (including copying of reference materials directly into class projects or papers without proper citations) will result in failure of the course.

Communication:

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or CourseDen. Students at UWG are required to have ready access to computers for their course work and will be expected to use WebVista as directed by the faculty. Information about needed computer specifications is found at http://www.westga.edu/~techlife

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

NURS	4301	Clinical Practice III
Prefix	Number	Course Title

This course focuses on advanced knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Professional and healthcare related concepts will be applied in laboratory, simulation, and a variety of health care settings.

Course Catalog Description

0	10	5	Fall - 2013	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 3302

Corequisites

NURS 4201

Rationale

The School of Nursing at the University of West Georgia recognized the need for intense curricular revision based on new Commission on Collegiate Nursing Education (CCNE) accreditation standards and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 120

Comments

This course will be taught at the Carrollton campus BSN program in the Fall semester and at the Newnan campus BSN program in the Spring semester.

College Approvals

Cynthia Epps [APPROVED 2012-03-02]
Associate Dean, Nursing

Kathryn M. Grams [APPROVED 2012-03-02]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

UNIVERSITY OF WEST GEORGIA
School of Nursing

Course: NURS 4301, Clinical Practice III

Credit: 0-10-5

Pre-requisites: NURS 3302

Co-requisites: NURS 4201

Course Description:

This course focuses on advanced knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Professional and healthcare related concepts will be applied in laboratory, simulation, and a variety of health care settings.

Learning Goals*:

1. Apply advanced critical thinking and clinical reasoning skills while providing competent, evidence-based, person-centered care safely across the lifespan in a variety of healthcare settings. (1,3,)
2. Provide holistic, person-centered care across the lifespan that demonstrates respect for diverse cultures. (2)
3. Integrate quality caring and evidence-based nursing practice to persons within established legal/ethical boundaries. (1,3,7)
4. Integrate knowledge of effective verbal, non-verbal, written, and electronic communication of self and others to reduce errors, and support decision making. (4,7)
5. Assess effective collaboration with persons and inter-professional healthcare teams in the planning, management, and evaluation of person-centered, quality care. (3,4,5,6)
6. Synthesize effective teaching strategies to empower persons and their achievement of positive healthcare goals and optimal care. (8)
7. Demonstrate accountability for personal and professional behavior in all clinical settings. (7)

*Program Goals indicated in parentheses

Content:

Tracheal suctioning and care
Chest tube management
Central line care

Clinical Practice III
Approved SONF 2/27/12/CW

Code management

Textbooks:

Smith, S., Duell, D., & Martin, B. (2012). *Clinical nursing skills: Basic to advanced skills.* (8th Ed.). Upper Saddle River, N.J.: Pearson.

Assessment Technologies Incorporated Skills Modules (2011).

Learning Activities:

See Appendix A

Methods of Evaluation:

Course grade will be calculated based on student performance in clinical, simulation and laboratory competency evaluations.

Grading System:

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	below 60%

Class Attendance/Participation:

Academic Dishonesty:

The academic dishonesty policies of this course are the same as those found in the most recent edition of the *University of West Georgia Connection* and *BSN Student Handbooks.*. Evidence of student cheating, fabrication, or plagiarism, as defined in these policies, (including copying of reference materials directly into class projects or papers without proper citations) will result in failure of the course.

Communication:

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or CourseDen. Students at UWG are required to have ready access to computers for their

course work and will be expected to use WebVista as directed by the faculty. Information about needed computer specifications is found at http://www.westga.edu/~techlife

Teaching Strategy:

QSEN Competency Category(s)

- Patient-centered care
- Teamwork collaboration
- Quality improvement
- Safety

Learner Level:

Pre-licensure BSN

Learner Setting:

Clinical settings

Learning Objectives:

1. Critique simulation for examples of QSEN KSAs
2. Communicate results of critique during debriefing displaying professional collegiality
3. Strategize interventions that would better meet QSEN KSAs
4. Discuss impact of QSEN KSAs on patient outcome

Strategy Overview:

Students enrolled in a complex adult health and illness course (HCIII) participate in a minimum of two high-fidelity simulations during their clinical rotations. Each clinical group of 10 students rotates through the simulation with 5 actively participating in the simulation while the remaining 5 students function as observers. The scenarios are based on: (1) patient on a cardiac floor who experiences chest pain with signs & symptoms of a myocardial infarction and (2) patient who experiences a spontaneous pneumothorax requiring chest tube insertion. Half of the observers are assigned to critique the performance of QSEN competencies. Competencies to be identified are patient-centered care, teamwork & collaboration, safety, and informatics.

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(●) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

NURS | 4302 | Clinical Practice IV

Prefix | Number | Course Title

This course focuses on the integration of knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Students will be expected to utilize leadership and management principles to achieve positive health outcomes within healthcare systems in simulated and actual clinical experiences.

Course Catalog Description

0	16	8	Spring - 2014	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 4301

Corequisites

NURS 4202

Rationale

The School of Nursing at the University of West Georgia recognized the need for intense curricular revision based on new Commission on Collegiate Nursing Education (CCNE) accreditation standards and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 120

Comments

This course will be taught at the Carrollton campus BSN program in the Spring semester and will be taught at the Newnan campus BSN program in the Fall semester.

College Approvals

Cynthia Epps [APPROVED 2012-03-02]
Associate Dean, Nursing

Kathryn M. Grams [APPROVED 2012-03-02]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-20]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

UNIVERSITY OF WEST GEORGIA
School of Nursing

Course: NURS 4302, Clinical Practice IV

Credit: 0-16-8

Pre-requisites: NURS 4301

Co-requisites: NURS 4202

Course Description:

This course focuses on the integration of knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Students will be expected to utilize leadership and management principles to achieve positive health outcomes within healthcare systems in simulated and actual clinical experiences.

Learning Goals*:

1. Synthesize knowledge of advanced skills in critical thinking and clinical reasoning which provide competent, evidence-based, person-centered care safely across the lifespan in a variety of healthcare settings. (1, 3,)
2. Evaluate holistic, person-centered care across the lifespan that demonstrates respect for diverse cultures. (2)
3. Analyze quality caring and evidence-based professional nursing practice to persons within established legal/ethical boundaries. (1,3,7)
4. Evaluate effectiveness of verbal, non-verbal, electronic and written communication of self and others to reduce errors, and support decision making. (4,7)
5. Critique collaboration with persons and inter-professional healthcare teams in the evaluation of person-centered, quality care. (3,4,5,6)
6. Evaluate effective teaching strategies regarding empowerment of persons and their achievement of positive healthcare goals and optimal care. (8)
7. Demonstrate accountability for personal and professional behavior in all clinical settings. (7)

*Program Goals indicated in parentheses

Content:

Clinical Practice IV
Approved SONF 2/27/12/CW

Textbooks:

Smith, S., Duell, D., & Martin, B. (2012). *Clinical nursing skills: Basic to advanced skills.* (8th Ed.). Upper Saddle River, N.J.: Pearson.

Assessment Technologies Incorporated Skills Modules (2011).

Learning Activities:

See Appendix A

Methods of Evaluation:

Course grade will be calculated based on student performance in clinical, simulation and laboratory competency evaluations.

Grading System:

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	below 60%

Class Attendance/Participation:

Academic Dishonesty:

The academic dishonesty policies of this course are the same as those found in the most recent edition of the *University of West Georgia Connection* and *BSN Student Handbooks*.. Evidence of student cheating, fabrication, or plagiarism, as defined in these policies, (including copying of reference materials directly into class projects or papers without proper citations) will result in failure of the course.

Communication:

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or CourseDen. Students at UWG are required to have ready access to computers for their course work and will be expected to use WebVista as directed by the faculty. Information about needed computer specifications is found at http://www.westga.edu/~techlife

Appendix A

University of West Georgia
School of Nursing
Clinical IV

Teaching Strategy:

QSEN Competency Category(s)

- Patient-centered care
- Teamwork collaboration
- Safety

Learner Level:

Pre-licensure BSN

Learner Setting(s):
Clinical settings
Simulation laboratories
Classroom

Learning Objectives:

1. Adopt, practice, and evaluate communication techniques focused on patient safety
2. Use appropriate strategies to reduce reliance on memory.
3. Demonstrate effective use of strategies to reduce risk of harm to patients or self
4. Utilize standardized communication formats to minimize risk at care transitions/handoffs
5. Develop collaborative team communication practices which focus on patient safety
6. Examine/evaluate nursing roles in assuring coordination, integration, and continuity of care.

Strategy Overview:

SBAR is a standardized communication format widely used in education and healthcare arenas to enhance patient safety and quality care delivery. Recent adaptation of SBAR-R (Situation, Background, Assessment, Recommendation and Read back) has been utilized to promote safe practice. We have adapted SBAR to the I-SBAR-R format, indicating Identification of yourself and your patient (2 identifiers to be used), standard SBAR and finally Read back. The strategy is introduced in the HCI nursing course and is implemented throughout the curriculum and clinical experiences via faculty and student education for reinforcement. Students are provided laminated pocket cards with the SBAR format for ease of reference. Clinical communications related to shift report, condition changes, or physician requests are formulated using the I-SBAR-R format. Simulated and

observational experiences will continue throughout the curriculum to enhance the correct procedures so that upon transition to employment, the use of the mnemonic will be ingrained in the student/graduate nurse care delivery processes.

*Handouts regarding this initiative are given in the HCI nursing course.

Evaluation Description:

Students are participating in continued scenario work and case study opportunities to refine the I-SBAR-R techniques in the HCI/II as well as the HCIII (senior level Critical Care) course. Through clinical/simulation and debriefing sessions students review their performances and self-identify use/evaluate effectiveness of I-SBAR-R in their clinical courses.

Addendum III

GRADUATE FACULTY APPOINTMENT

The Graduate Faculty shall consist of tenure-track and tenured members of the General Faculty with the rank of assistant professor, associate professor and/or professor, who have been recommended for appointment by their department/program heads or academic deans and approved by the Dean of the respective college/school.

Requisites for appointment shall normally be as follows:

Regular Graduate Faculty Appointment

- Full-time tenured/tenure track faculty status ~~in a department offering graduate course work~~ with a rank of at least assistant professor
- Current/Up-to-Date curriculum vitae
- Earned doctorate or equivalent
- Published works and/or recognized accomplishments in research and/or teaching
- Recommendation for appointment by the appropriate department/program head or academic dean
- Approval of *Regular Graduate Faculty* appointment is given by the Dean of the respective college/school

Limited-Term Graduate Faculty Appointment

- Part-time, one-year, emeritus, Web MBA, or visiting faculty ~~in a department offering graduate course work~~ with a rank of at least assistant professor
- Current/Up-to-Date curriculum vitae
- Earned doctorate or equivalent
- Published works and/or recognized accomplishments in research and/or teaching
- Statement describing the special expertise that the faculty member brings to the graduate program and the faculty members qualifications that contribute to the work and progress of graduate students
- Recommendation for *Limited-Term Graduate Faculty* appointment by the appropriate department/program head or academic dean
- Approval of *Limited-Term Graduate Faculty* appointment is given by the Dean of the respective college/school

- Faculty in this category may serve as a member or as a co-chair, but not as chair, on graduate student committees (dissertation, thesis, or similar) and teach graduate courses

Permission to Teach (Does not constitute Graduate Faculty Appointment)

- Non-tenure track full-time faculty (ranked, lecturer, senior lecturer), part-time faculty, and adjunct faculty may be reviewed for permission to teach a graduate class(es)
- Current/Up-to-Date curriculum vitae
- No earned terminal degree
- In-lieu-of a terminal degree the candidate must demonstrate 1) exceptional scholarly activity or professional experience, 2) experience teaching graduate level classes, or 3) high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity or professional experience in a particular area related to the course or other assignment
- In accordance with SACS 3.7.1.e., justification must be given for any faculty member who does not meet eligibility criteria for *Regular Appointment*. The justification must address the following:
    - Department/program need
    - Special expertise that the faculty member brings to the graduate program
    - Qualifications that contribute to the work and progress of graduate students
    - Expected duties of the candidate
- Recommendation for *Permission to Teach* by the appropriate department/program head or academic dean
- Approval for *Permission to Teach* is given by the Dean of the respective college/school

Process

1. Timeline
    a. A request for *Regular Graduate Faculty Appointment* is submitted with appointment; renewal is automatic upon award of tenure or completion of post-tenure review
    b. A request for *Limited-Term Graduate Faculty Appointment* is submitted with appointment and renewed annually
    c. Upon recommendation from the department/program head or academic dean, the Dean of the college/school holds authority to rescind graduate faculty status as appropriate

   d. Requests for *Permission to Teach* are to be submitted annually and/or prior to the semester in which the faculty member will be teaching a graduate course

2. Department/program head recommends faculty members for *Regular Graduate Faculty Appointment, Limited-Term Graduate Faculty Appointment, or Permission to Teach* by completing the standardized "Request for Appointment in the Graduate Faculty" form and supplying appropriate supportive documents, including:
   - Current/Up-to-Date curriculum vitae
   - Justification of special expertise or qualifications as indicated
   - Other information as requested above
3. The department/program head or academic dean forwards the request form and supporting documentation to the Dean of the appropriate college/school
4. Upon recommendation of the department/program head or academic dean, the Dean of the College/School considers each faculty member's materials and renders a decision for approval or disapproval for *Regular Graduate Faculty Appointment, Limited-Term Graduate Faculty Appointment, or Permission to Teach*
   - Should there be a question concerning the applicant's recommendation, the Dean will forward the request form and supporting materials to the Graduate Programs Committee for review and recommendation
   - Each College/School will send approved request forms and supporting documentation to Faculty Records in the Provost's Office for archiving

Addendum IV

Grading System for Graduate Students

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)
B – Average Performance (3.00)
C – Below Average Performance (2.00)
F – Failure (0.00)

Thesis/Dissertation Grading: Thesis and dissertation hours are graded with an S (satisfactory) or U (unsatisfactory). Some programs award a letter grade during the last semester when the thesis or dissertation is successfully defended.

Grades of F, I, U, V, W, WF, and WM will not be accepted toward the program of study in any graduate program, whereas grades of C may be accepted in some programs. See the college, department, or program-specific academic standards in the Graduate Academic Standards policy for additional information.

Students who withdraw from a course after the W deadline receive a WF for the course. The WF counts as an F in the calculation of the grade point average. The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled.

The following symbols are approved by the Georgia Board of Regents for use in the cases indicated, but will not be included in the determination of the grade point average.

Grade	Purpose
I	This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. An "I" must be removed by the completion of work within one calendar year or the "I" will be changed to the grade "F". The F grade will be calculated into the grade point average.
IP	The use of this symbol is approved for dissertation hours, thesis hours, and project courses. This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student signed up for the course. This symbol cannot be substituted for an "I".
K	This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty (CLEP, AP, Proficiency, etc.). "K" credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed.
S	This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation hours, thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.
U	This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation hours, thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

V	This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited.
W	This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period, including final examinations, except in cases of hardship as determined by the appropriate official of the respective institution.
WM	This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds, as noted in Section 7.3.5.3 of this Policy Manual. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

~~**Grading System**~~

~~The quality of work of most courses taken in a graduate program is indicated by the grades A, B, C, and F; however, the quality of work on the thesis, practicums, and internships is indicated by the grades S and U. Listed below are the standard requirements for each of these grades:~~

~~A Excellent, with four quality points for each credit hour~~
~~B Good, with three quality points for each credit hour~~
~~C Poor, with two quality points for each credit hour (passing, subject to Academic Standards below).~~
~~F Failing~~
~~S Satisfactory~~
~~U Unsatisfactory~~

~~I This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. Such a grade must be removed by the completion of work within one calendar year or the I will become an F.~~

~~IP This symbol indicates that credit has not been given in courses that require a continuation of work beyond the semester for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. With the exception of Developmental Studies courses, this symbol cannot be used for other courses. This symbol cannot be substituted for an "I" (incomplete).~~ ~~**IP grades may not be changed to other grades**~~. ~~Students should be careful not to enroll for courses such as thesis or Ed.S research project courses in which a paper must be submitted to the Graduate School until such time as they are relatively certain they will complete their studies.~~

~~W This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the semester except in cases of hardship that are approved by the appropriate college dean.~~

~~WF Withdrew, Failing~~

~~WM This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.~~

~~V This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa.~~

~~The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled. A grade of WF counts as an F.~~

Approved by GPC April 11, 2012

Transfer Credit

A maximum of 6 semester credit hours of graduate credit, unless otherwise allowed, may be transferred from another accredited institution, subject to the following conditions:

1. Work applied to a completed degree cannot be accepted (except when approved for the Ed.D. in School Improvement program).
2. Work must have been completed within the six to eight year period allowed for the completion of degree requirements. Refer to the *Time Limits to Complete a Graduate Degree* policy for more information.
3. Work must have been applicable toward a graduate degree at the institution where the credit was earned.
4. Work offered for transfer must be approved by the College/School Director of Graduate Studies, Graduate Program Director, and the Academic Advisor.

~~Transfer, Extension, Correspondence Credit~~

~~In any graduate program a maximum of 6 semester hours of graduate credit (9 hours for the Ed.D. in School Improvement program) may be transferred from another accredited institution subject to the following conditions: (1) work already applied toward another degree cannot be accepted (except for the Ed.D. in School Improvement program); (2) work must have been completed within the six or seven-year period allowed for the completion of degree requirements; (3) work must have been applicable toward a graduate degree at the institution where the credit was earned; (4) work offered for transfer must have the approval of the Dean of the Graduate School and the chair of the department of the student's major or the Ed.D. in School Improvement program director; (5) acceptance of the transfer credit does not reduce the residency requirement stated above.~~

~~Under no circumstances may credit earned through correspondence work be applied toward satisfaction of degree requirements.~~

Approved by GPC April 5, 2012

Course Requirements for Program Completion

Although Academic Advisors provide guidance, it is the student's responsibility to complete all requirements published in his or her published Program of Study. Any exception to the published Program of Study must be authorized in writing by the College/School Director of Graduate Studies and Graduate Program Director.

Courses with 4000/5000 numbers can be used by undergraduates or graduates. Graduate students enrolled in 4000/5000 courses must complete assignments that place greater cognitive demands on them than what would be expected of undergraduates. At least half of the courses in a Program of Study for a master's degree student must be chosen from 6000 level courses. Specialist and doctoral students may need the permission of their Graduate Program Director and Academic Advisor to take 6000 level courses.

~~**Course Requirements**~~

~~Each student is responsible for completion of all requirements of his or her program. Advisors simply provide guidance. Any exception to a published program of study is not valid unless specifically authorized in writing by the dean of the college in which the major is housed. Courses numbered 6000 and above are open only to students admitted for graduate study. At least half of the courses in the program of study of each degree candidate must be chosen from such courses. Students should consult with their academic departments for specific program requirements. Courses with 4000/5000 numbers are for undergraduates or graduates; graduate students, however, are expected to do more extensive reading, prepare additional reports, and produce papers or other projects requiring more intensive research.~~

Approved by GPC April 5, 2012

Change of Program

A graduate student who wishes to transfer from one program to another must apply for admission to the new program and be accepted.

~~**Change of Program**~~

~~Before a graduate student may transfer from one degree program to another, he or she must submit his or her request in writing to the Graduate Office. This request must then be approved by the new major department and the Dean of the Graduate School.~~

Approved by GPC April 5, 2012

Registration for Thesis or Dissertation Hours

A graduate student who is working on a thesis or dissertation must register for Thesis or Dissertation Hours each semester. Graduate programs that offer variable hours of credit for Thesis or Dissertation Hours should guide Advisors and their students to register for the number of hours of research which is consistent with a realistic appraisal of the amount of work to be done on the thesis or dissertation, as well as the amount of faculty involvement and use of university resources required. A realistic accounting for graduate student credit hours helps support quality graduate programs.

~~Enrollment Required to Utilize Certain Library Resources~~

~~Often students completing their master's thesis, specialist degree research project, MPA research project, or dissertation need to make use of library resources such as computer literature searches during a period in which they are not enrolled. Licensing agreements require that students who make use of certain data bases be enrolled. Students needing to make full use of library resources during a semester when they are not enrolled must enroll in a course designated by the academic department housing the student's graduate degree program. Students should see their advisor to determine which course to take.~~

Approved by GPC April 5, 2012

Responsible Conduct of Research

It is the guiding principle of the University of West Georgia to maintain the highest standards of research and scholarship integrity regardless of the source of funding for that research or scholarship, or the type of research or scholarship being conducted. The University of West Georgia complies with guidance issued by the federal Office of Research Integrity by promoting ethical conduct in academic research and scholarship and all aspects of the research enterprise. Read the complete UWG policy at http://www.westga.edu/assetsDept/orsp/ResponsibleConductinResearchGuidelines.pdf

All students engaged in research involving human participants must complete an educational program related to the responsible conduct of research prior to initiation of a research project. The University of West Georgia has selected the Collaborative Institutional Training Initiative (CITI) as the best and most efficient mechanism for delivering education to UWG researchers involved with human subject research. CITI is an on-line educational training course that provides relevant, up-to-date information on the protection of human subjects in the format of instructional modules. For more information, see http://www.westga.edu/orsp/index_17322.php

~~Institutional Review Board~~

~~Any research proposals involving human subjects must be approved by the Institutional Review Board. All student research projects must have a faculty sponsor. Information about the IRB, required forms, and instructions can be found at www.westga.edu/vpaa/index_1980.php.~~

Family Educational Rights and Privacy Act (FERPA) and Applicant Records

Notification of Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. *The right to inspect and review the student's education records within forty-five days of the day that the University receives the request for access.* Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. *The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.* Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.* One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person whether volunteering for or employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. *The right to file a complaint with the United States Department of Education concerning alleged failures by the University of West Georgia to comply with the requirements of FERPA.* The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-4605

Applicant Records

Access to applicant records is strictly controlled and governed by University policy. These records are treated as confidential.

Annual Notice of Directory Information Contents

"Directory Information" is information not generally considered harmful or an invasion of privacy if disclosed. It will be available for release unless a student specifically requests that the information not be released. This request must be submitted in writing to the Registrar's Office by September 15 annually.

The University of West Georgia considers the following information to be directory information:

1. Name
2. Address
3. Telephone Number
4. Major Field of Study
5. Dates of Attendance
6. Previous Institutions Attended
7. Degrees and Awards Received
8. Participation in Officially Recognized Activities and Sports
9. Height and Weight of Members of Athletic Teams
10. Photograph
11. Full- or Part-Time Status

~~**Confidentiality of Student Records**~~

~~Under the provisions of the Family Educational Rights and Privacy Act of 1974, West Georgia has established policies concerning the confidentiality of student education records. In accordance with the Act, students of West Georgia are notified that, among other rights, they have the right to seek correction of the contents of these records, to place an explanatory note in a record when a challenge is not successful, and to control (with certain exceptions) the disclosure of the contents of their records. For a full statement of the institutional policy regarding confidentiality of student records see *Connection and Student Handbook*, the student handbook, www.westga.edu/~handbook.php.~~

~~Directory Information includes name, address, telephone listing, major field of study, dates of attendance, previous institutions attended, degrees and awards received, participation in officially recognized activities and sports, height and weight of members of athletic teams, photograph, and full- or part-time status, is generally available for release unless a student specifically requests in writing that this information not be released. This request must be submitted in writing to the Registrar's Office by September 15, annually.~~

Approved by GPC April 5, 2012

Academic Honor

At West Georgia, students are expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, plagiarize, or steal in the pursuit of his or her studies and is encouraged to report those who do. See the *UWG Connection and Student Handbook*, www.westga.edu/~handbook, Appendix E, Procedure for Appeals of Grade Determination and Academic Dishonesty.

Pledge

~~Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values of the Institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.~~

Grade Appeals

Students have the right to appeal a course grade. Grade appeals must be submitted in writing, using the UWG Student Grade Appeal Form found on the Provost's website and following the procedures outlined below. All grade appeals, regardless of their nature, shall be initiated no later than the following semester after cause for the appeal occurred. There are two types of grade appeals:

1. 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 a Dishonesty Grade Appeal. Appeals of grades assigned due to an allegation of Academic Dishonesty may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student.
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. Grade determination appeals must be initiated during the semester immediately following the semester in which the course grade is assigned.

Grade Appeal Review and Decision Process

1. Student Initiates the Grade Appeal: The student must complete and sign the Student Grade Appeal Form, attach a short memo or letter stating the exact nature of the appeal and reason, attach any supporting documentation, and submit the entire packet to the Department Chair of the department in which the course is taught.
2. Department Level: The Chair consults with the student and with the faculty member and determines whether the appeal is a Dishonesty Grade Appeal or Grade Determination Appeal.
    a. The Chair examines the available evidence and renders a decision: Either grant the appeal and change the grade, or deny the appeal. The Chair notifies the student of his/her decision.
    b. If the appeal is granted, the Chair submits the grade change in writing to the Registrar and notifies the student that the appeal is granted.
    c. If the appeal is denied, the student may accept the Chair's decision and end the appeal process, or s/he may request that the appeal and all associated documentation be forwarded to the Dean's office (dean or designee) for further review.
3. College Dean Level: The Chair forwards the appeal to the Dean/designee. The appeal packet should include the Student Grade Appeal Form (complete information, decision indicated, and signatures/initials from both the student and the Chair) and all associated documentation provided by the student and the faculty member, along with a brief statement from the Chair regarding her/his decision.
    a. The Dean/designee reviews the appeal and all associated documentation and available evidence and renders a decision: Either grant the appeal and change the grade, or deny the appeal.
    b. The Dean's Office notifies the student of his/her decision.
    c. If the appeal is granted, the Dean's Office submits the grade change in writing to the Registrar.

   d. If the appeal is denied, the student may accept the decision and end the appeal process, or s/he may request that the appeal and all associated documentation be forwarded to the Provost's office for submission to the Grade Appeals Subcommittee.
4. Grade Appeals Subcommittee Level: An appeal forwarded to the Provost's office for referral to the Grade Appeals Subcommittee should include the Student Grade Appeal Form (complete information, decisions indicated, and signatures/initials from the student, Chair, and Dean/designee), documentation, and decision statements from the previous levels.
   a. The subcommittee's review purpose is described here:
      i. Dishonesty Grade Appeals: The purpose of the subcommittee in hearing this type of appeal is to (1) determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it related to the final grade assignment.
      ii. Grade Determination Appeals: The purpose of the subcommittee in hearing this type of appeal is to review the totality of the student's performance in relationship to his or her final grade.
   b. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.
      i. If the appeal is granted, the Provost's office submits the grade change in writing to the Registrar and notifies the student that the appeal is granted.
      ii. If the decision of the subcommittee is to return the appeal to the department for further action, it is the responsibility of the Department Chair to follow through with the instructions of the subcommittee. The Provost/designee notifies the student that the appeal was returned to the department for further action. After re-examining the student's performance, the Department Chair notifies the student of the final grade and notifies the Registrar of a grade change, if warranted.
      iii. If the appeal is denied, the student is notified of the subcommittee's decision.
   c. In unusual circumstances, the Provost/designee may review the decision of the subcommittee for further action (e.g., judicial sanctions).

Fairness and Procedural Safeguards Governing Cases of Academic Dishonesty

In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:

1. 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 dean
2. 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.
3. 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.
4. The student appearing before the committee shall have the right to be assisted by an advisor of his or her choice.
5. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses own 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.
6. 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.
7. In the absence of a transcript, an audio recording of the hearing shall be made.
8. Appellants who fail to appear after proper notice will have their cases heard in absentia.
9. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.

Fairness and Procedural Safeguards Governing Grade Determination Appeals

In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:

1. 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 dean.
2. 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.
3. 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.
4. 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.
5. 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.
6. Appellants who fail to appear after proper notice will have their cases heard in absentia.
7. The chairperson of the subcommittee will submit in writing to the Provost/designee the conclusions and recommendations of the subcommittee.

~~**Appeals and Grievance Procedure**~~

~~Students should consult the current edition of *UWG Connection and Student Handbook* for information on grade and disciplinary appeals. The Student Handbook is available from the Student Services office located in Bonner House on Front Campus Drive. It is also available from the University of West Georgia's web site: www.westga.edu/~handbook.php. Go to the UWG website and proceed from there.~~

~~A student wishing to appeal a grade (either of a graduate course or an undergraduate course taken as part of a graduate program) based upon an alleged violation of grading policy should do the following:~~

~~A. First attempt to resolve the issue with the faculty member by appealing the decision in writing to the faculty member within ten (10) business days of publication of the grade.~~

~~B. If a student still is not satisfied with his/her final grade, appeal to the Chair/Head of the department in which the faculty member holds an appointment. This must be done within ten (10) business days of the decision rendered by the faculty member. Note that some departments and programs have~~

~~additional appeal requirements that must be satisfied before proceeding to the next level. If the professor of the student's course is also a Department Chair, the student should appeal directly to the Dean of the College in which that faculty member holds an appointment, or to the Vice President for Academic Affairs (VPAA) if the professor is a Dean.~~

~~C. If a student is unable to resolve the problem with the Chair/Head of the department, or the department or program appeals committee where appropriate, he or she can then appeal in writing, within twenty (20) business days, to the Dean of the College (or the VPAA in the case of a Dean) in which the faculty member has an appointment. If the Dean of the College or his/her designee does not believe that the student has demonstrated that the professor violated his/her stated grading policies he/she must inform the student in writing within twenty (20) business days of receiving the student's written appeal.~~

~~D. If the Dean of the College or his/her designee believes that the student's written appeal has merit, based upon the issue of the faculty member's violation of stated grading policies, the Dean must appoint a hearing subcommittee consisting of three faculty members from the Committee on Graduate Studies (COGS), one university official and two graduate students. The Subcommittee of COGS shall meet and elect a Chair from among the six members. The Chair will conduct the hearing and may participate in all deliberations, including voting.~~

~~E. Procedures Governing Grade Determination Appeals: In order to guarantee procedural fairness to the student and the faculty member involved, the following procedures shall guide such hearings:~~

- ~~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 Dean.~~
- ~~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.~~
- ~~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.~~
- ~~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.~~
- ~~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.~~
- ~~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 Dean of the Graduate School.~~

~~F. If need be, within ten days of receiving the recommendations and the rendering of a decision by the Dean, the student's next option is to appeal to the Vice President for Academic Affairs (VPAA).~~

~~G. If a resolution of the problem is not reached at this level, the next level of appeal is to the President of the University. The appeal must be made in writing within ten days of the rendering of the decision by the VPAA.~~

~~H. The final level of appeal is to the Board of Regents of the University System of Georgia. Once again, the appeal must be made in writing and within ten *(10) business* days of the rendering of the President's decision.~~

~~All academic appeals, regardless of their nature, shall be concluded no later than the following semester after cause for the appeal occurred.~~

~~If a student believes that his/her grade was unfair because of retaliation or discrimination on the part of the professor, he/she should first try to resolve the issue with the professor. If the student feels uncomfortable with meeting the professor alone, the student should contact either the department~~

~~Chair, so that a third party might be present during the discussion. If the student still is not satisfied with the final grade, or not satisfied that the allegation of discrimination has been resolved, he/she should do the following:~~

- ~~Discuss the grievance with the Dean or Director under whose jurisdiction the alleged behavior occurred. This administrative head as soon as possible will consult with those involved and attempt to resolve the student's grievance.~~
- ~~If the matter is not resolved satisfactorily at this level, the student may present a written statement to the vice president (or comparable administrative head) under whose jurisdiction the matter falls, clearly delineating the grievance and supplying appropriate documentation. The vice president will also ask the administrative head who originally reviewed the grievance to present a written statement to justify the action taken.~~
- ~~Upon receipt of the written documentation, the vice president will review the grievance in consultation, if necessary, with the people involved and with the university's Affirmative Action Officer. The vice president may choose to refer the grievance to a committee to review the case for a recommended outcome.~~
- ~~If the matter is not resolved satisfactorily at this level, the student may appeal further in writing to the President of the university, who will review all relevant documents and may consult with those who can provide useful information.~~
- ~~If the matter is not resolved satisfactorily by the President, the aggrieved student may, within ten days after the President's decision, appeal in writing to the Board of Regents of the University System of Georgia, citing all reasons for dissatisfaction with the previous decision. (See Appendix J of the *Student Handbook* for a more complete statement regarding appeals to the Board of Regents.)~~

~~Students wishing to appeal dismissal should contact the Dean of the Graduate School in writing within ten (10) business days stating the reasons for requesting the appeal. The Dean of the Graduate School will then notify the appropriate graduate program director, who shall make a recommendation to the Dean in a timely manner. The Dean will consider the recommendation and will communicate his/her decision to the student. The decision of the Graduate Dean is final.~~

Approved by GPC April 5, 2012

Graduation

A student with a minimum 3.0 overall grade point average and who has met all requirements of the Program of Study must submit an application for the degree with the Registrar's Office the semester prior to the semester of graduation. No student will be issued a diploma or academic transcript if in default of payment due to the University.

~~Graduation~~

~~A candidate with a minimum 3.0 overall grade point average must make application for the degree with the Graduate School Office and must inform the Graduate School whether or not the candidate will participate in the graduation exercise by the specified deadline determined for each term.~~

~~No student will be issued a diploma or transcript of credits if in default of any payment due the University.~~

Approved by GPC April 5, 2012

Withdrawal from the University

A student who wishes to withdraw from the University must submit a request in writing to the Registrar's Office. When the Registrar approves the request, the student will be given instructions for completing the official withdrawal process. The student is not withdrawn until clearance has been obtained from the Registrar's Office. Failure to officially withdraw may result in grades of F for all courses that semester.

A student may be administratively withdrawn from the University under certain conditions. This may occur when the Vice President for Student Affairs, in consultation, when appropriate, with the student's parents or spouse, the Director of the Counseling and Career Development Center, and/or the University Physician, determines that the student suffers from a physical, mental, emotional, or psychological health condition which:

1. poses a significant danger or threat of physical harm to the student or to the person or property of others;
2. causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the University or its personnel; or
3. causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Conduct Code and other publications of the University.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning continued enrollment at the University.

~~**Withdrawal**~~

~~Formal withdrawal from the University must begin with written approval from the Registrar's Office. At the time approval is granted, specific instructions are given the student for the completion of formal withdrawal. The student is not withdrawn until clearance has been obtained from the Registrar's Office, Parker Hall, 678-839-6438. Failure to officially withdraw may result in grades of F for the semester.~~

~~A student may be administratively withdrawn from the University when in the judgment of the Vice President for Student Services, in consultation, when appropriate, with the student's parents or spouse, the Director of the Student Development Center, and the University Physician, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which (a) poses a significant danger or threat of physical harm to the student or to the person or property of others, or (b) causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the University or its personnel, or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Conduct Code and other publications of the University.~~

~~Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning continued enrollment at the University.~~

Hardship Withdrawal

A Hardship Withdrawal is an exception that permits a student to withdraw from all courses after the published "W" date during the semester. It is intended for the student who has experienced an acute, traumatic event that prevents him/her from completing the semester. That same event also makes it impossible for the student to take an Incomplete and finish the work the next semester. Thus, the Hardship Withdrawal is based on unusual or emergency circumstances beyond the student's control. Such circumstances are categorized as follows:

> Physical- Examples include bodily injury or invasive surgery resulting in prolonged absences from class, or unexpected physical disability preventing completion of course work. Necessary documentation to support such claims would include a physician's report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.
>
> Psychological- Examples include extreme mental duress suffered from traumatic experiences, of the severity and frequency to prevent completion of course work. Necessary documentation to support such claims would include a memo from a Counseling and Career Development Center counselor that includes dates of treatment and a clear recommendation of whether a Hardship Withdrawal be given.
>
> Personal – Examples include significant change in financial status or personal tragedy such as the death of a loved one or domestic disruptions, to the degree to prevent completion of coursework. Necessary documentation to support such claims might include copies of divorce papers, financial statements, police reports, obituaries, or other pertinent documents.

The following list is illustrative of invalid reasons for a hardship withdrawal. A request using reasons like these will not be approved.

- Poor performance in one or more courses
- Registration for the wrong course
- Preference for a different professor or class section
- Failure to drop course during the drop/add period
- Failure to withdraw by the published deadline using normal procedures

Under what conditions may a Request for Hardship Withdrawal be approved?

A Hardship Withdrawal is intended as relief for extreme circumstances and is granted only in special instances. The following conditions apply:

- Students may request a hardship withdrawal after the official withdrawal ("W" date) deadline published in the semester term calendar until the Friday immediately prior to the final week of the term. Hardship Withdrawals requested after the Friday immediately prior to the final week of the term will be treated as a Retroactive Hardship Withdrawal.
    - Retroactive Hardship Withdrawals will not be approved if the student has completed all course requirements such as a final examination and/or a final project.
    - Retroactive Hardship Withdrawals will not be approved for terms occurring more than six months prior to the time the request is made.

- The student must withdraw from all classes during the current term, and may not select only certain classes from which to withdraw.
    - Under *unusual* circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others.
    - An example of *unusual* circumstances would be a student who is passing an applied piano course and injures a finger, thus being unable to play the piano the rest of the semester. A student would be allowed to complete other courses being taken concurrently.
- The student should follow Steps 1-6 below, with emphasis on providing documented evidence in support of the claims warranting the request.

Steps for Requesting a Hardship Withdrawal

In steps 1-6 below, the Dean may designate an Associate Dean to act on his/her authority. The Provost and Vice President for Academic Affairs may designate the Associate Vice President for Academic Affairs to act on his/her authority.

1. The student completes the "Request for Hardship Withdrawal" form found online at http://www.westga.edu/vpaa/index_5879.php. The student should be prepared to provide documented evidence to substantiate the hardship being claimed.
2. The student submits the completed Request for Hardship Withdrawal form and documented evidence to Health Services (HS) or the Counseling and Career Development Center (CCDC).
3. The HS or CCDC professional staff will interview the student, review the documented evidence, and recommend to support or not support the request for Hardship Withdrawal. HS or CCDC professional staff will send the request form and a letter, which explains the recommendation, as a confidential document to the appropriate unit within Academic Affairs. HS or CCDC professional staff will retain the documented evidence in their confidential files.
    - For students with a declared major, the form and letter will be sent to the Dean of the College where the major department is housed.
    - For undeclared students, the form and letter will be delivered to the Dean of the Honors College.
4. The Dean has the final authority to approve the Request for Hardship Withdrawal.
    - If the Dean approves the request, the student will receive a W for each course.
    - The Dean's Office will notify the Registrar of the grade change/s to W.
    - The Dean's Office will notify the student that the request was approved.
5. If the Dean does not approve the request, the Dean's Office will notify the student of the denial.
    - The student may appeal to the Provost and Vice President for Academic Affairs.
    - The Dean will forward the form and letter to the Provost upon receiving notification from the student that s/he intends to appeal. It is the student's responsibility to notify the Dean that s/he intends to appeal to the Provost.
6. The Provost and Vice President for Academic Affairs has the final authority to grant the appeal for the Request for Hardship Withdrawal.
    - The Provost will grant or deny the appeal and notify the student of the decision.
    - If granted, the Provost's Office will notify the Registrar of the grade change/s to W.

~~Hardship Withdrawal Policy~~

~~Students may request a hardship withdrawal after the official withdrawal ("W" date) deadline published in the schedule of classes until the day before the scheduled Reading Day of the term. A hardship withdrawal is an exception~~

based on unusual or emergency circumstances beyond the student's control.

A hardship withdrawal may be granted based upon special circumstances. The following conditions apply:

- The student must initiate a hardship withdrawal through the Assistant/Associate Dean of the college to which the student belongs. The student should be prepared to present documented evidence to substantiate the hardship being claimed. If a psychological assessment is required, the Assistant/Associate Dean may require the student to meet with the Director of Student Development (in Room 187, Parker Hall).
- The student must withdraw from all classes during the current term. He or she may not select only certain classes from which to withdraw.
- If recommended for hardship withdrawal by the student's Associate/Assistant Dean, for each course a student will receive a W.
- Hardship withdrawals requested on or after the scheduled Reading Day will be treated as a retroactive hardship withdrawal. Retroactive hardship withdrawals will not be allowed if the student has completed all course requirements such as a final examination and/or a final project. Students seeking a retroactive hardship withdrawal must initiate the withdrawal through the student's Assistant/Associate Dean. If recommended for a hardship withdrawal, the grade will be changed to a W through the official Grade Appeal process involving a Change of Grade form for each course taken. (See Grade Appeal process, www.westga.edu/~handbook.php or *UWG Connection and Student Handbook* Appendix E.)

Documentation for a hardship withdrawal is based upon the category of hardship being claimed by the student. Examples of documentation might include:

- Medical: Physician's report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.
- Psychological: Memo from a Student Development Center counselor, letter from private psychological or psychiatric service, illness, dates.
- Personal/Familial: Copy of divorce papers, police reports, obituaries, other as relevant.

Under *unusual* circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others. An example would be a student who is passing an applied piano course and injures a finger, thus being unable to play the piano the rest of the semester. A student would be allowed to complete other courses being taken concurrently. The student requesting a hardship withdrawal from one course must take all documentation to the Assistant/Associate Dean of the college offering the course.

The following list is illustrative of invalid reasons for a hardship withdrawal. A request using these reasons will not be approved.

- Poor performance in one or more courses.
- Registration for the wrong course.
- Preference for a different professor or class section.
- Failure to drop course during the drop/add period.
- Failure to withdraw by the published deadline using normal procedures.

Addendum V

Course Update Request (Add, Delete, Modify)

Originator

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

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

HIST	5230	War, State, and Society in Early Modern Europe
Prefix	Number	Course Title

A M.A. level introduction to the major approaches and arguments regarding military, social, and political developments in Europe, 1400s to 1700s.

Course Catalog Description

3.0		3.0	Fall - 2012	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This graduate-level version of War, State, and Society in Early Modern Europe participates in the History Department's new major field entitled "War and Society in Global Perspective" by exploring a major area of historiographical study. The class also builds upon M.A. student interest seen the last time it was offered in 2009.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Howard Goodson [APPROVED 2012-03-12]
Chair, Course Department

Denise Overfield [APPROVED 2012-03-19]
Dean, College of Arts and Humanities

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 History**

HIST 5230: War, State, and Society in Early Modern Europe

Dr. Charles Lipp **Office: TLC 3217** **E-Mail clipp@westga.edu** **Phone: 678-839-6039**	**T/Th 12:30-1:50, Pafford 204 + discussion meetings** **Office Hours: TBD**

Course Description:

This class aims to acquaint graduate students with the crucial interrelated issues of war, state, and society in Europe during the early modern period, the sixteenth through the eighteenth centuries. I need to stress that this class is not a survey of isolated battles and leaders or of weaponry or anything of the like. Warfare, its causes, its characteristics, its impact, cannot be understood in isolation from its surrounding society and culture. Thus, we will focus on how contemporary European society shaped the nature of war during the early modern period and how war shaped society at the same time. Beyond examining the course of events and the large implications of military, political, and social change, students will explore pivotal contemporary and historiographic debates through reading a variety of primary and secondary works and writing several related papers.

Learning Outcomes:

Students who complete successfully all assignments will demonstrate:

- an understanding of recent approaches to the history of war.
- familiarity with major historical debates concerning war, politics, and society in early modern Europe.
- improved skills at oral and written analysis and communication.

Course Materials:

Books:

Carl von Clausewitz, *On War*, Michael Howard and Peter Paret, trans. (Oxford: Oxford World's Classics, 2008); ISBN 978-0199540020.

Michael Howard, *War in European History* (Oxford: Oxford University Press, 2009); ISBN 978-0199546190.

John A. Lynn, *Battle: A History of Combat and Culture* (New York: Basic Books, 2004): ISBN 978-0813333724.

Geoffrey Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800*, 2nd ed. (Cambridge: Cambridge University Press, 1996); ISBN 978-0521479585.

Bert S. Hall, *Weapons and Warfare in Renaissance Europe: Gunpowder, Technology, and Tactics* (Baltimore: The Johns Hopkins University Press, 2001); ISBN 978-0801869945.

Peter H. Wilson, *The Thirty Years' War: Europe's Tragedy* (Cambridge, MA: Belknap Press of Harvard University Press, 2011); ISBN 978-0674062313.

Peter H. Wilson, *The Thirty Years' War: A Sourcebook* (Palgrave Macmillan, 2010); ISBN 978-0230242050.

Russell F. Weigley, *The Age of Battle: The Quest for Decisive Warfare from Breitenfeld to Waterloo* (Bloomington, IN: Indiana University Press, 2004); ISBN 978-0253217073.

David A. Bell, *The First Total War: Napoleon's Europe and the Birth of Warfare As We Know It* (New York: Mariner Books, 2008); ISBN 0618919813.

PDF:

Michael Roberts, *The Military Revolution, 1560-1660: An Inaugural Lecture Delivered at Queen's University, Belfast* (Belfast: Boyd, 1956).

Journal Articles:

Geoffrey Parker, "The 'Military Revolution," 1560-1660 – a Myth?," in *The Journal of Modern History*, vol. 48, no. 2 (June 1976), 196-214. [JSTOR]

John A. Lynn, "The *trace italienne* and the Growth of Armies: The French Case," in *The Journal of Military History*, vol. 55, no. 3 (July 1991), 297-330. [JSTOR]

Clifford J. Rogers, "The Military Revolutions of the Hundred Years' War," in *The Journal of Military History*, vol. 57, no. 2 (April 1993), 241-278. [JSTOR]

Grading and Policies:

Your final grade will be factored as follows:

11 Reading Préces (1 to 2 pp each)	15%	
3 Papers on Each Topic (see discussion outline; each 7 to 10pp)		45%
Participation	40%	

For schedule of lectures, discussions, and assignments, see below.

Detailed information regarding the assignments will be provided during the semester. In brief: first, for each discussion's reading (either book, PDF, or journal articles), you must prepare a 1 to 2 page précis evaluating critically the work's arguments, approaches, methodology, and use of sources. Second, our readings this term are divided in three general topics. Following discussion of each topic, you will write a critical analysis comparing and contrasting the assigned readings. I will read over only ONE draft of each paper before the submission date.

Debating ideas and defending arguments professionally is a central skill at the graduate level and, therefore, participation is a central component in this class, comprising forty percent of your final grade. For each discussion meeting, I expect you to have read the assigned works closely and to be ready to debate the strengths and weaknesses of their broad arguments and approaches within the larger historiographic context. Failure to be engaged actively in the class will negatively affect your grade.

I also expect you to attend the lectures as detailed below in the lecture schedule. However, you must be courteous of your undergraduate colleagues in the class. Unlike you, they do not have an opportunity to meet outside of class hours (office hours excepted) to discuss the material. Thus, I expect you to hold your comments and questions during those lectures until afterward.

If you plan on taking a laptop to class, please remember it is to be used to take notes only. Discovery of any violations of this policy will result in a general ban of computers. In addition, the recording of lectures is not permitted.

It should go without saying that in a graduate class, I expect professionalism at all times. That includes: attendance at all class sessions; being prepared and engaged in class at all times; participating actively in all out-of-lectures discussions; and, avoiding all instances of plagiarism—the use of someone else's words or ideas without proper citation. For any instance of plagiarism discovered, the same policy applies: failure for the course and the reporting of the incident to relevant authorities, including the Director of Graduate Studies and the Department Chair. Turning in the same paper in multiple classes does count as plagiarism. Furthermore, you are treat your colleagues, undergraduate and graduate, and me with the utmost respect at all times. If such issues arise, they will be reported to relevant authorities and further actions may be taken. I cannot imagine problems occurring, but policies need to be stated, regardless.

It should also go without saying that at the M.A. level, you should be using direct citations to support your arguments and following correct Chicago-style formatting. Consult either the Chicago Manual of Style or Kate Turabian's Guide for Writers.

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

Lecture Outline:

Week:	Tuesday:	Thursday:
1	8/21: • Class Introduction • Premodern Europe – Some Basics: Society, Religion, Politics	8/23: • The "Military Revolution" Thesis and Early Modern Europe • Medieval Warfare, I
2	8/28: • Medieval Warfare, II	8/30: • The 1300s – The 100 Years' War and the Reemergence of Infantry
3	9/04: **No class meeting**	9/06: • The Italian Renaissance and War
4	9/11: • The Italian Wars, 1494-1559	9/13: • The Rise of Gunpowder Weaponry **Watch**: Conquest: Early Firearms (YouTube)
5	9/18: **No class meeting**	9/20: • Religion and War
6	9/25: • The Impact of the Reformation	9/27: • Religious War in the later 16th Century
7	10/02: • The Dutch Revolt	10/04: • The Thirty Years' War, I
8	10/09: • The Thirty Years' War, II	10/11: **No class meeting**
9	10/16: • The Rise of Absolute Monarchy	10/18: • The Wars of Louis XIV, I

10	10/23: • The Wars of Louis XIV, II	10/25: • Warfare in 17th Century Eastern Europe
11	10/30: • Rising States? War in the Age of Enlightenment	11/01: • From the Peace of Utrecht to the War of the Austrian Succession
12	11/06: **No class meeting**	11/08: • Europe, War, and the World, 1500-1750
13	11/13: • The Great War for Empire, 1756-1763	11/15: • French Revolution, I
14	11/20: **Thanksgiving – NO CLASS**	11/22: **Thanksgiving – NO CLASS**
15	11/27: • French Revolution, II	11/29: **No class meeting**
16	12/04: • **No class meeting**	

Discussion Outline (dates to be determined during the first week of class):

Topic 1: How to do the history of war and society in general?

1. Clausewitz
2. Howard
3. Lynn

Topic 2: The military revolution of early modern Europe.

1. Roberts
2. Journal articles by Parker, Lynn, and Rogers

3. Parker, *Military Rev*
4. Hall

Topic 3: Particular early modern conflicts.

1. Wilson, *Thirty Years' War: Europe's Tragedy*
2. Wilson, *Thirty Years' War: A Sourcebook*
3. Weigley
4. Bell

Assignment Schedule:

Exact due dates for each written assignment will be determined in common during the semester after a firm discussion schedule is set. However, the assignments will basically fall as follows:

Reading Précis: Each précis will be due the day decided for each discussion.

Topic Papers: Each paper will be due 1 to 2 weeks after completing the topic/

Program View Request (Read-Only)

Originator

College of Arts and Humanities — College

English and Philosophy Department — Department

Newton, David W. — Originator

Action

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

Modifications

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

Program Selection

College of Arts and Humanities — College

Master of Arts with a Major in English — Program

Master of Arts with a Major in English — Program Name

On Campus — Program Location

Graduate — Degree Level

Master of Arts — Degree Name

Summer 2012 — Effective Semester/Year

Modification Details

The department proposes to add a third track to the M.A. English degree. The Capstone option track would consist of 30 hours of coursework (10 courses). A minimum of 27 hours (9 courses) must be in English and 21 credit hours (7

(Max 4000 characters)

Rationale

See attached document for program modifications and rationale.

(Max 4000 characters)

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments

See attached document for program modifications and rationale.

(Max 4000 characters)

College Approvals

David W. Newton [APPROVED 2012-03-06]

Chair, Course Department

Denise Overfield [APPROVED 2012-03-20]

Dean, College of Arts and Humanities

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

M. A. Capstone Option in English

Proposal

The English MA program currently offers two degree options, thesis and non-thesis:

- The thesis option consists of 30 hours, of which 27 are coursework and 3 are thesis hours (ENGL 6399). A minimum of 24 hours must be in English. Of the 27 credit hours (9 courses), 21 credit hours (7 courses) must be at the 6000 level. The average MA thesis is 30,000-40,000 words (90-120 pages); the document must meet the approval of the thesis director and two outside readers.
- The non-thesis option consists of 36 credit hours of coursework, of which a minimum of 30 must be in English. Of the 36 credit hours (12 courses), 27 credit hours (9 courses) must be at the 6000 seminar level.

The English Graduate Committee proposes adding a third option, a Capstone project.

- The Capstone option would consist of 30 hours of coursework (10 courses). A minimum of 27 hours (9 courses) must be in English, and 21 credit hours (7 courses) must be at the 6000 level. In addition, students will complete a Capstone project over the course of their final two semesters of study (in most cases, spring and summer), either a scholarly article or a creative project;

  The scholarly article would be approximately 20-35 pages (page length dependent upon the specifications of the scholarly journal to which the student chooses to submit). The project will engage in original scholarly research and demonstrate advanced mastery of pertinent critical assumptions, methodologies, and practices in the discipline.

  The Creative Writing Project would be of comparable length to that of current requirements, but instead of the critical preface, students would complete some "professionalizing" document—a review of a contemporary book of poems, an interview, a feature piece suitable for our flagship publication *The Writer's Chronicle*, e.g. In short, emphasis would be on a highly publishable document aimed at meeting high criterion used by MFA and PhD programs for admission.

  The Capstone document must meet the approval of the major advisor and two outside readers.

- Note: All students take a comprehensive final exam.

Rationale

Retention, Progression, Graduation

- The Capstone option would attract potential students who are uncertain about writing a 90-120 page thesis but still want to engage in a significant final project.

- The Capstone would help facilitate a two-year (six-semester) graduation timeline for full-time students and a three-year (nine-semester) graduation timeline for are non-fulltime students.

Professionalization

- Students interested in pursuing a PhD or MFA in English will have an effective writing sample.
- All Capstone projects will culminate in submission of the article to the journal/publication which was identified in the prospectus.
- According to many Graduate Directors from Ph.D. granting institutions, admission applications which use MA thesis chapters as a writing sample often lack a certain cohesiveness, and a national trend in MA programs is a move against the 30,000-40,000 word "half-dissertation" model of a final project and towards the article-length (or chapbook-length, in creative writing)), stand-alone project that we are considering.

Assessment

- The Capstone project, because it is being written as a completed scholarly work, will provide the program with an effective, quantifiable document for assessment.

Institutional Commensurability

- Georgia Southern University and the University of Georgia both offer very similar degree options, consisting of 30 hours of coursework and a 10,000-15,000 word final project (which GSU calls a "thesis").

Capstone Timeline and Evaluation

Timeline

- At least one semester before graduation, students will select a Capstone advisor. Because the Capstone project can be based on a paper or creative project begun in coursework, the original professor will generally be the advisor. With the help of the Capstone advisor, the student will select two additional readers.
- The student will then submit a 500 word prospectus that details the project, as well as a working bibliography of all primary and secondary texts the student plans to consult, and a plan for 1-3 journals for which the article would be a good fit to the three committee members.
- The student will then meet with all three committee members to discuss and approve the project.
- At least four weeks before graduation, a final draft of the project must be submitted to all three readers for evaluation.

Evaluation

- Along with written comments, each Capstone will be rated on a 1 to 4 scale in four categories. (Document TBA)

Course Update Request (Add, Delete, Modify)

Originator

Educational Innovation	College of Education	Barry, June A.
Department	College	Originator

Action

Add ○ Modify ● Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

MEDT	6462	Administration of Instructional Technology Programs
Prefix	Number	Course Title

An overview of the procedures in planning, grant writing, administering and evaluating instructional technology programs in the schools. Leadership skills, managing people and resources, effective training techniques, and trends and issues associated with leadership in the use of instructional technology are emphasized.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

This course had low enrollments that were probably due to the fact that Master?s level students took courses that were more aligned with the development of technology integration skills.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 0

Comments

College Approvals

Barbara Kawulich [APPROVED 2012-02-01]
Chair, Course Department

Dianne Hoff [APPROVED 2012-02-13]
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

Program View Request (Read-Only)

Originator

College of Education — College
Educational Innovation — Department
Barry, June A. — Originator

Action

Add ○ Modify ● Deactivate ○ Terminate ○ Reactivate

Modifications

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

Program Selection

College of Education — College
Specialist in Education with a Major in Media (IT) — Program
Specialist in Education with a Major in Media (IT) — Program Name
On Line — Program Location
Graduate — Degree Level
Specialist in Education — Degree Name
Summer 2012 — Effective Semester/Year

Modification Details

Delete track for IT with Initial Certification in School Library Media

(Max 4000 characters)

Rationale

The Ed.S. program has been strengthened to reflect more upper level courses, and the certification has been added to the Master's level program. The certification is no longer embedded in the Ed.S., but students may take this as a certification only addition to their coursework

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 0

Comments

(Max 4000 characters)

College Approvals

Barbara Kawulich [APPROVED 2012-02-06]
Chair, Course Department

Dianne Hoff [APPROVED 2012-03-15]
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

Student Name: _____ Student ID#: _____

Univ. of West Georgia – Online Ed.S. in Media (IT Track-Initial Certification in School Library Media) Plan G

Entry Degree: Masters

Exit Degree: Ed.S. (27-36 hrs. required - determined by transcript evaluation and advising)

Entry Certification: None required

Exit Certification: S-6 certification in school library media

Area and Course Number	Course Title	Credit Hours	Semester	Grade
Prerequisites				
MEDT 6401	Instructional Technology (Required if student has not taken an equivalent course. AssessOnLine does NOT satisfy this requirement.)	3		
SPED 6706	Special Education in the Regular Education Classroom or equivalent	3		
CEPD 6101	Psychology of Classroom Learning	3		
EDLE 6322 or PTED 7271	Curriculum for Educational Leaders or Issues in School Curriculum (P-12) or equivalent	3		
Core	**Required Course**			
MEDT 8463	Issues in Instructional Technology	3		
Certification	**Required Courses (minimum of 6 courses required - determined by transcript evaluation and advising)**			
MEDT 6461	Administration of School Library Media Center	3		
MEDT 6466	Media Program	3		
MEDT 6465	Selection and Materials	3		
MEDT 7461	Instructional Design (must be taken prior to MEDT 7477)	3		
MEDT 7474	Online Reference Sources and Services	3		
MEDT 6463	Cataloging (must be taken prior to MEDT 7478)	3		
MEDT 7477	Technology for Media Services (must be taken prior to MEDT 7478)	3		
MEDT 7478	Automating School Media Centers	3		
MEDT 7487	Practicum (must be taken in the semester prior to or during the semester MEDT 8480 is taken)	3		
Research	**Required Courses**			
MEDT 8484	Research Seminar	3		
MEDT 8480	Program Evaluation (must be taken during last semester in program)	3		

Students must pass the state media certification test (GACE Content Assessment) in order to be certified. Students must also complete an electronic portfolio which will be started during the semester MEDT 7487 is taken and completed during the semester MEDT 8480 is taken. Students without T-5 certification must also pass or meet the exemption criteria for the GACE Basic Skills Assessment upon admission to the program.

_____ GACE Basic Skills _____ ACT Score _____ SAT Score _____ GRE Score

A grade of "C" in any course in the program results in a review of the student's status by the Graduate School and the Educational Innovation Department. The department determines the student's eligibility to continue in the program. A grade of "C" in a second course or a grade of "F" in one course will automatically result in a one year suspension from the program.

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phone (H) _____ (W or C) _____

APPROVED (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

Approved June 2011

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied Instruction	College of Education	Butts, Frank
Department	College	Originator

Action

Add ◉ Modify ○ Delete

Modifications

☑ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

SEED	7261	Advanced Instructional Strategies for English Education
Prefix	Number	Course Title

Designed for investigation and assessment of and research in the teaching of English with implications for strategies and curricular needs at the secondary level.

Course Catalog Description

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

Prerequisites

Application for field experience required prior to enrollment in MAT section.

Corequisites

Rationale

Field experience required in this course; therefore, prerequisite is necessary.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

COE designee will contact Registrar to have FE restriction placed on appropriate sections.

College Approvals

Frank Butts [APPROVED 2012-02-15]
Chair, Course Department

Dianne Hoff [APPROVED 2012-03-04]
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

CULTURALLY-DIVERSE LITERATURE, P-12 – READ 7261

Semester Hours 3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Telephone Direct Line:
Department Line:

E-mail

Fax

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

COE Teaching Materials Center
http://tmc.ed.westga.edu/

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

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

COURSE DESCRIPTION

This course is designed to give educators an opportunity to become acquainted with classic and current literature for elementary through high school students. Emphasis will be given to integrating culturally-diverse literature representing into all curriculum areas.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing*

Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (ACEI) 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.

COURSE OBJECTIVES

Students will:

1. recognize literature that children and adolescents read.
   (Kane, 2007; Kiefer, 2010; Nilsen & Donelson, 2008; Norton & Norton, 2011)
   (Conceptual Framework Descriptors: Inquisitive, Knowledgeable)
   (Standards: IRA 1, 4; NBPTS 1)

2. develop criteria for evaluating and selecting literature for children and adolescents.
   (Atkinson et al, 2009; Brassell, 2006/2007; Fox, 1993; Hunsader, 2004; Kane, 2007 Palmer & Stewart, 2003)
   (Conceptual Framework Descriptors: Decisive, Inquisitive, Knowledgeable)
   (Standards: IRA 1, 4; NBPTS 1, 4)

3. recognize the values that literature holds for children and adolescents.
   (Billman, 2002; Bishop, 1990; Kiefer, 2010; Norton, 2011; Zambo, 2007)
   (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Reflective)
   (Standards: IRA 1; NBPTS 1, 4)

4. identify books and materials that relate to current social problems.
   (Entenman et al, 2005/2006; Fox, 1993; Friedman & Cataldo, 2002; Zambo, 2007)
   (Conceptual Framework Descriptors: Empathetic, Knowledgeable)
   (Standards: IRA 1, 4; NBPTS 1)

5. identify authors and illustrators of children's and adolescent literature.
   (Kiefer, 2010; Nodelman & Reimer, 2003; Nilsen & Donelson, 2008: Norton, 2011; Post, 2000; Rand & Parker, 2001; Temple et al, 2011)
   (Conceptual Framework Descriptors: Decisive, Inquisitive, Knowledgeable)
   (Standards: IRA 1, 4; NBPTS 1)

6. summarize current research in children's and adolescent literature.
(Kiefer, 2010; Norton, 2011)
(Conceptual Framework Descriptors: Knowledgeable)
(Standards: IRA 1, 4; NBPTS 1)

7. identify skills for integrating literature with other areas of the school curriculum.
(Allen et al, 1995; Garan & DeVoogd, 2008/2009; Harris, 1993; Krashen, 2004; Moss, 1994; Palmer & Stewart, 2003; Temple et al, 2011; Vardell & Wedwick, 2006)
(Conceptual Framework Descriptors: Decisive, Adaptive, Culturally Sensitive, Knowledgeable, Reflective)
(Standards: IRA 1, 4; NBPTS 1, 4)

8. identify appropriate literature for children and adolescents of multicultural backgrounds.
(Al-Hazza & Bucher, 2008; Bishop, 1990; Enciso, 1994; Harris, 1993; Henderson & May, 2005; Rand & Parker, 2001; Temple et al, 2011; Vardell & Wedwick, 2005)
(Conceptual Framework Descriptors: Decisive, Culturally Sensitive, Knowledgeable)
(Standards: IRA 1, 4; NBPTS 1)

9. identify poetry appropriate for children and adolescents.
(Gill, 2007; Kane, 2007; Kiefer et al, 2010; Norton, 2011)
(Conceptual Framework Descriptors: Decisive, Inquisitive, Knowledgeable)
(Standards: IRA 1, 4; NBPTS 1)

10. identify affective and creative responses to children's and adolescent literature.
(Billman, 2002; Enciso, 1994; Hunt, 1995; Kane, 2007; Kooy, 2003; Reigner, 2004)
(Conceptual Framework Descriptors: Adaptive, Knowledgeable)
(Standards: IRA 1; NBPTS 1)

11. identify the importance of a thematic approach in children's books.
(Enciso, 1994; Moss, 1994; Nilsen & Donelson, 2008: Palmer & Stewart, 2003; Post, 2000; Roser & Marinnez, 2005)
(Conceptual Framework Descriptors: Decisive, Knowledgeable)
(Standards: IRA 1; NBPTS 1, 4)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES, AND REFERNECES

Required Text

References

Al-Hazza, T. C., & Bucher, K. T. (2008). Building Arab Americans' cultural identity and acceptance with children's literature. *The Reading Teacher, 62,* 210-219.

Allen, V. G., Freeman, E. B., Lehman, B. A., & Scharer, P. L. (1995). Amos and Boris: A window on teachers' thinking about the use of literature in their classrooms. *The Reading Teacher, 48*, 384-390.

Atkinson, T. S., Matusevich, M. N., & Huber, L. (2009). Making science trade book choices for elementary classrooms. *The Reading Teacher, 62,* 484-497.

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Chapter Explorations** – Text investigations will be completed online in groups of one or two; in two, be sure to credit both group members. Format, content, accurateness, and viability as a learning tool for others will be considered in the evaluation. For each chapter, find two direct quotes (one per question chosen from your text – cite page #) and relate how they inform your current teaching situation as per the two questions you chose to answer. Cite (APA/MLA) at least one work of appropriate literature (2000 to date) NOT covered in the text for each question you answer for the chapter questions – state <u>which</u> questions you're answering.
(Course Objectives 6, 8, 9)

   You may notice that I will be rather critical of your answers in your homework; this is for two reasons. The first is to push you to think and the second is to push you to follow through on your thoughts. With this in mind, here are some guidelines:

- Read the question carefully; if it has multiple parts, address each and be sure to answer what the question is asking.
- Think before you answer; your opinions should be reasoned before put to paper.
- Check your answer for main points followed by supporting evidence. Offer examples where possible to clarify and explicate what you mean.
- Read and re-read what you have written before submitting it. It's recommended to have other people (your group partner, etc.) read and offer feedback.

2. **Article Responses** - both article responses are to be done individually. Format, content, accurateness, and viability as a learning tool for others will be considered in the evaluation. Find two direct quotes (cite page number) and relate how they inform your understanding of the intent of the article and your current teaching situation. Cite (APA/MLA) at least one work of children's literature (2000 to date) NOT covered in the article which contributes to your response.
(Course Objectives 6, 8, 9)

2. **Life Issues and Literature** – Select one of the following issues: death, divorce, sibling issues, disability, adoption, illness, family relationships, gender/sexual orientation, war/violence, peer relationships, moving, aging, etc. Give topic, why chosen, and grade level targeted. Develop a PowerPoint annotated bibliography of at least 8 appropriate books (and two non-book resources) for the issue selected. This bibliography must be prepared following APA or MLA guidelines. The annotations (in alphabetical order by author) should include a brief summary of the book and a thoughtful description of whether you would use the book with an entire class or with individual students and/or parents (15 pts. per slide, max.10). Your group's PowerPoint presentation (50 pts.) will be made during the final class meeting.
(Course Objectives 4, 10)

3. **Literature/Author Web Site** – Locate and explore an appropriate literature/author website to use with your students. Include a *School Library Journal, Horn Book,* or *Kirkus Review* of two of this author's major works. You will post the site and a description of how you would use the site with your students. Assessment will be based on completion of task, description of use, and sharing with classmates (100 pts.).
(Course Objective 2)

When completing assignments as a group, you must always indicate at the top of the assignment the names of each group member, individual contributions, and then have ONLY one group member post the completed assignment. Assignments must be submitted only through CourseDen, not through regular university e-mail.

Evaluation Procedures

Attendance and Participation	100
Chapter/Explorations (8 X 50 pts.)	400
Hunt Article	100
Reigner Article from GRA journal	100
Life Issues and Literature	200
Literature/Author Web Site w/ review	100

TOTAL 1000

Grading

A = 900 – 1000; B = 800 - 899; C = 700 – 799; F = below 700

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance Policy:
Attendance at each class session is expected. In case of absence during any of the four on-campus sessions, you must, on-line, submit a summary of the required chapter. You will not be reminded that the summary is due. However, if a summary is not submitted, 10 points will be subtracted from your final grade. More than 1 absence will lead to an automatic course letter-grade reduction.

Assignment Due Dates: All late assignments will lose 20% for each day late.
University of West Georgia graduates should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form. This is especially true for educators. Therefore, all out-of-class work should be proofread for standard English grammar, spelling, capitalization, punctuation, and proper citations according to APA (5th) guidelines. Errors in written work will result in a reduction of ½ pt. each. Written work must be completed in a typed, double-space format, with Times/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Projects and papers are due at the times noted in the CLASS OUTLINE for each designated date.** Failure to meet deadlines will result in a grade reduction of 20% per assignment.

Attendance at in-class sessions, participation in class activities, participation in online activities, and submission of online assignments are all necessary for success in this course. All work must be completed by the specified due dates
(25 pts. per on-campus class, max. 4). (Individual)

Websites:
http://www.coe.uga.edu/gachildlit/
http://www.readinglady.com/
http://www.myhomelibrary.org/home.html
http://www.storylineonline.net
http://www.carolhurst.com/
http://www.windowsill.net/
http://www.readingrockets.org/
http://www.ala.org

CLASS OUTLINE (subject to minor changes)

Session 1 On campus
Course introduction and CourseDen information
"Eric Carle: Picture Writer" and "The Trumpet Club Visits Gary Paulsen" group discussion on book authorship and illustration. On an index card, submit two points (highlighted) you observed/learned which inform your current or future teaching situation. Please bring an Eric Carle and Gary Paulsen book with you to share in class.
Article Exploration: individual 2-pg. response to Hunt (1995) article
-submit via CourseDen dropbox

Session 2 On-line CourseDen
Chapter 1 Explorations (choose two for group, only 1 per student) due by 11 pm, 5-18-11.

a. relate *sound, metaphor,* and *structure* to ONE new (2005 to date) elementary/middle-grades/high school book – give APA/MLA citation
b. relate two of the four essential ideas of expanding engagement to your teaching situation
c. analyze a different new (2005 to date) elementary/middle-grades/high school picture book (cite it) using one of the five forms of literacy criticism

- submit via CourseDen dropbox

Session 3 On-line CourseDen
Chapter 2 Explorations (choose 2 for group, only 1 per student) due by noon, 5-21-11.

a. analyze a new (2005 to date) picture/chapter book (APA/MLA citation) using 3 of the 8 literary elements of prose (you must include *theme* as one of the elements – share specific examples from the book for each)
b. analyze a new (2005 to date) elementary/middle-grades/high school poem using 3 of the 8 literacy elements of poetry (you must include *emotional intensity* as one of the elements – share specific examples from the poem for each)
c. explain the uses of motif in folktales and fairytales; give three examples and cite APA/MLA) your sources

- submit via CourseDen dropbox

Session 4 On campus – Bring a poem to share AND recite
Chapter 3 Explorations (choose two for group, only 1 per student) due by 11 pm, 5-22-11.

a. relate a successful and an unsuccessful read-aloud experience you have had and tell why one worked and one didn't; cite the two books you chose for those read-alouds
b. explain how and why independent reading is an important part of your classroom routine; how do programs such as AR influence your student readers? …titles available in your classroom library?
c. give two examples of successful classroom discussions in YOUR classroom following children's reading

- submit via CourseDen dropbox

Session 5 On-line CourseDen
Literature/Author Website Assignment due by 11 pm 5-23-11. (-submit via CourseDen)

Session 6 On-line CourseDen
Chapter 4 Explorations (choose two for your group) due by 11 pm, 5-24-11.

a. compare two new (2005 to date) elementary/middle-grades/high school books written for and about minority children, one written from an "insider" perspective and one written from an "outsider" perspective, cite (APA/MLA) both texts
b. choose ONE new (2005 to date) multicultural elementary/middle-grades/high school book and analyze it as to its "authenticity" and its "aesthetic heat." Cite: APA/MLA the book you chose.
c. explain what Rudine Sims Bishop means by "windows and mirrors and sliding-glass doors"

- submit via CourseDen dropbox

Session 7 On-line CourseDen
Chapter 5 Explorations (choose two for your group) due by 11 pm, 5-25-11.

a. compare a stereotypical story to a non-stereotypical version of the same story
b. examine the issue of gender/gender expected behavior as it pertains to 2 new (2000 – date) elementary/middle-grades picture books
c. examine the issue of gender/gender expected behavior as it pertains to ONE new (2000 – date) middle-grades/high school (grades 4-12 chapter) book

- submit via CourseDen dropbox

Session 8 On-line CourseDen
Chapter 6 Explorations (choose two for your group) due by noon, 5-28-11. (-via CourseDen)

a. discuss how literary responses journals are or can be used in your current teaching situation
b. explain how you can convince your students that they, too, can be literary critics
c. relate how "leaning on literature" affects how you deal with the concept of author's craft with your students

Session 9 On campus
Chapter 7 Explorations (choose two for your group) due by 11 pm, 5-29-11. (-via CourseDen)

a. choose a method of illustration not commonly found in a picture book and relate how you would introduce it to children – cite two elementary/middle-grades/high school books (2005 – date) for this assignment
b. choose a Caldecott Medal or Honor-winning title (2005 – date) and discuss why you believe the American Library Association chose this book for this award
c. choose a Coretta Scott King Illustrator or Honor Award-winning title (2005 – date) and discuss why you believe the American Library Association chose this book for this award
d. choose a Printz Medal or Honor-winning title (2005 – date) and discuss why you believe the American Library Association chose this book for this award.

Session 10 On-line CourseDen

- Respond to the Reigner article (see references) by 11 pm, 5-31-11. (submit via CourseDen) Find two direct quotes (with page number cited) and relate how these quotes and the article itself informs your current or future teaching situation. Cite (APA/MLA) at least one new (2000 to date)) work of elementary/middle-grades/high school literature NOT covered in the article which contributes to your response. Which student project was your favorite? Why?

Session 11 On-line CourseDen
Chapter 8 Explorations (choose two for your group) due by 11 pm, 6-1-11. (-via CourseDen)

a. give an example of text-centered drama related to any work of elementary/middle-grades/high school literature
b. give an example of text-edged drama related to any work of elementary/middle-grades/high school literature
c. relate how you would utilize the concept of critical space in your classroom

Session 12 On campus – chapter books for older readers
Sharing of Life Issues and Literature "findings" for your group; please prepare a 10-minute PowerPoint presentation for your colleagues using ONLY 4 of the books and ONE of the non-print resources cited in your group's presentation. Posting of the complete PowerPoint due by noon, 6-5-11 through CourseDen dropbox. This is the final day any late assignments will be accepted.

ACADEMIC HONESTY
Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas or of 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 Student Handbook, Undergraduate Catalog,* and *Graduate Catalog*.

Addendum VI

Revisions to the Current Strategic Plan

Goal 2

Original: Every undergraduate student will be advised to take advantage of one of multiple available learning communities.

Revised: **The University will increase the retention, progression and graduation rates of undergraduate students.**

- Justification: The original was intended as a means to increase RPG rates. The revision clearly states the strategic goal, but doesn't limit the tactics we can use to achieve it.

Goal 3

Original: The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.

Revised: The University will increase enrollment in and graduation from **undergraduate and** graduate programs, including doctoral programs that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.

- Justification: The original was silent about undergraduate enrollment and graduation, but the Board of Regents has emphasized the need to increase them.

Goal 7

Original: The University will endeavor to increase our overall enrollment to **14,500** by the year 2015.

Revised: The University will endeavor to increase our overall enrollment to **12,500** by the year 2015.

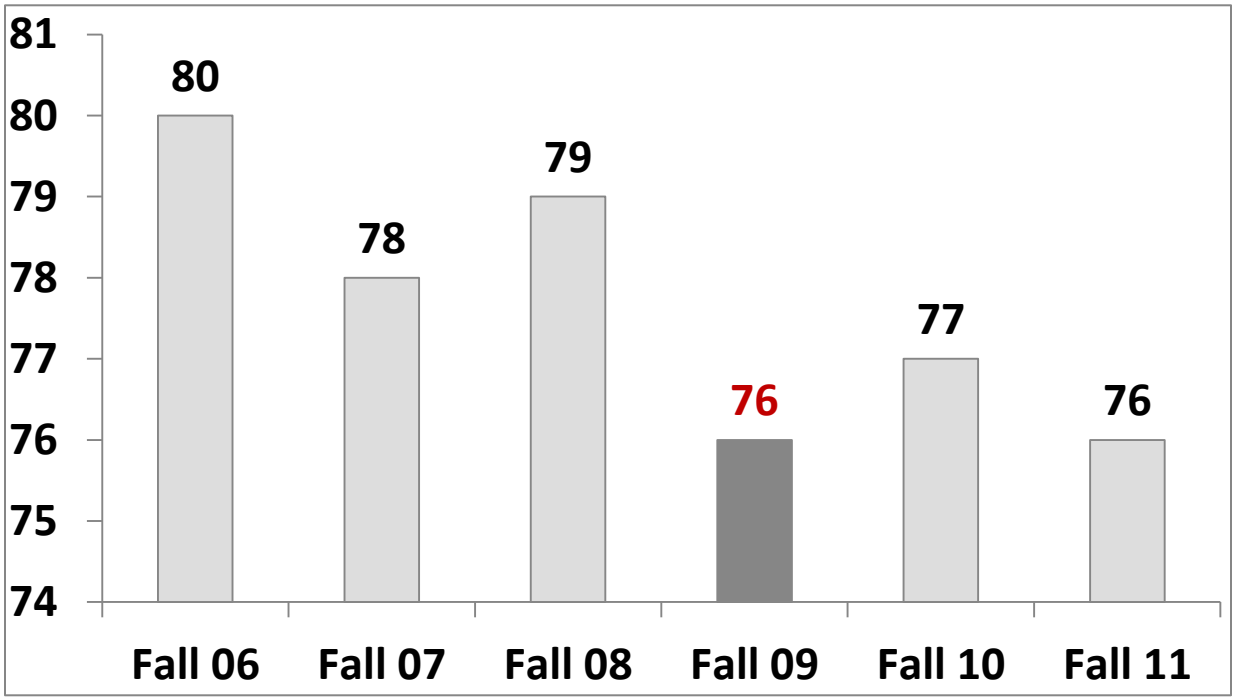
- Justification: The original goal was unrealistic.

Goal 8

Original: With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: student-faculty ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of **4.4 to 1**.

Revised: With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: student-faculty ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of **4 to 1**.

- Justification: The original goal was unrealistic, given the financial status of the University and the University System. This chart shows the full-time to part-time faculty ratio for recent years, with Fall 2009 as the base year for the current strategic plan.



Addendum VII

Write in a Whole New Direction

Quality Enhancement Plan

University of West Georgia

Spring 2012

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1. Executive Summary

This document is the first complete draft of the University of West Georgia's Quality Enhancement Plan. It contains five sections. The first section is this executive summary. Section two introduces the reader to the University of West Georgia. Section three summarizes the topic selection process including the data used by the senate committee, senate, and administration to select the topic. Section four outlines the intended institutional actions targeted at improving undergraduate student writing. Plans for each administrative unit involved in the activities and the institution as a whole are included. The final section contains a summary of the objectives, budgets and assessments outlined in section four.

This draft document will be presented to the UWG Senate on Friday April 19, 2012 as an item of information. It will then be returned to the committees to review the following questions for there are of the document:

1) Is this the institution's best effort to improve student learning in the areas outlined in the learning outcomes? If not, what should be changed?

   QEP Learning Outcomes: By the end of the implementation of the QEP, all undergraduate students at the University of West Georgia will demonstrate an increased ability to:

   1) write in standard English,
   2) apply writing to discipline-specific communication.

2) Are the college/school-level plans and recommendations consistent with the opening narrative on pages 18-19?
3) Are budget requests up-to-date and accurate?
4) Is each objective measureable, assessable, and is a reasonable plan in place to collect assessment data?
5) Are all contributors to this document listed in the table at the end of the QEP?

It is requested that the college/school committees or subgroups review their section and complete any updates by the end of September, 2012. This document is downloadable from the QEP web site: www.westga.edu/qep. The editing process will be coordinated by the SACS Liaison. Once updates are complete, the Faculty Senate Strategic Planning Subcommittee will integrate/moderate recommended changes and present the document for acceptance by the senate in mid-fall semester, 2012.

Additionally, any member of the faculty who wishes to add comments to the document should work through his/her college/school committee.

2. The University of West Georgia

The University of West Georgia, a four-year institution of the University System of Georgia, is a co-educational, residential, liberal arts institution located in Carrollton, Georgia. Carrollton, the seat of Carroll County, is about an hour drive from Atlanta. According to the 2007 Census estimate, Carrollton has a regional population of 111,954 with retail shopping, medical, educational, entertainment, financial, and recreational services, making it one of Georgia's fastest growing industrial areas.

2a. History of the Institution

The University of West Georgia was established in 1906 as the Fourth District Agricultural and Mechanical School, one of twelve such institutions by the State of Georgia between 1906 and 1917. Twenty five years later, an Act by the Board of Regents of the University System of Georgia changed Carrollton A&M School to West Georgia College, a junior college. Dr. Irvine S. Ingram, who had been principal of the A&M School, was named the institution's first president. In 1939, the College was authorized by the Board of Regents to add a three year program in elementary education. In 1957, the institution was authorized to confer the B.S. degree in education, making it a four-year college within the University System of Georgia. Two years later, West Georgia College added the Bachelor of Arts degree in English, history, and mathematics.

During the following years, West Georgia College became one of the fastest growing institutions of higher learning in the South. From an enrollment of 576 in 1957, the institution's student body reached a milestone of 11,500 in Fall 2009. West Georgia offers twelve undergraduate degrees with majors in 60 different fields.

In 1967, the Board of Regents authorized the establishment of a graduate program at the master's level. Ten master's degrees are offered in 33 areas of study. The Specialist in Education degree is offered in 9 areas of study and a doctoral degree in 3 areas.

In June 1996, the Board of Regents of the University System of Georgia officially changed the name of West Georgia College to the State University of West Georgia and to the University of West Georgia in 2005. (This description is an excerpt from the 2010-2011 UWG Factbook).

2.b. Mission, Essential Activities, Purpose, and Values

Mission of the University of West Georgia

The University of West Georgia seeks to achieve preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

Purpose

The University, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate public higher education primarily to the people of West Georgia. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

Essential Activities

West Georgia educates students in a range of disciplinary, interdisciplinary, and professional programs at the baccalaureate level. It also offers a significant number of graduate programs at the master's and educational specialist's levels. The University has a commitment to education at the doctoral level in the field of education as well as other selected areas. In addition to being accredited as an institute of higher education, the University maintains national accreditation or recognition in most undergraduate and graduate fields of specialization.

The University of West Georgia pursues its purpose through the following activities:

- Instruction in general education and the promotion of life-long learning that together lay the foundations of what is essential to being an educated person.
- Faculty-directed student research and professional activities that complement classroom learning through learning by doing and reflection on doing.
- Faculty research, scholarship, and creative endeavors that promote knowledge, enhance professional development, contribute to quality instruction, and provide for significant student involvement and field-based experience.
- Educational opportunities such as the Honors College and, for extraordinary high school-aged students, the Advanced Academy of Georgia that serve the needs of exceptionally prepared students.
- Systematic investigation of teaching and student learning that fosters innovation in teacher, professional, and pre-professional preparation.
- The use and exploration of existing and emerging technologies that improve opportunities for faculty and student learning.
- A broad range of public service activities and proactive partnerships that: promote more effective utilization of human and natural resources; contribute to economic, social, and technical development; and enhance the quality of life within the University's scope of influence.
- Student services, including outstanding first-year experiences, which increase opportunities for academic success and personal development and
- Enhance the climate of campus life.

Values

The University of West Georgia values the following:

- High-quality general education, undergraduate and graduate programs, that:

    a. Are grounded in a strong liberal arts curriculum;
    b. Impart broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
    c. Emphasize disciplinary rigor;
    d. Foster the development of effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology; and
    e. Create a learning community dedicated to instructional excellence where close student/faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body.
- Cultivate of a personal environment.
- Affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.
- Practices that embody the ideals of an open democratic society and that cultivate an environment of collegiality.

These commitments culminate in educational experiences that foster the development of thoughtful and productive leaders and citizens who make a positive impact throughout an increasingly global society.

3. The Quality Enhancement Plan

Consistent with its mission, the University of West Georgia (UWG) developed and is implementing a Quality Enhancement Plan (QEP) focused on improving undergraduate student writing. This document reviews the process used to select the topic and the associated learning outcomes. This document also contains the QEP implementation plan, anticipated budget, and methods for assessing its impact.

The Southern Association of Colleges and Schools requires institutions to comply with two principles related to the institution's Quality Enhancement Plan. The first principle reads:

> **"**SACS Principle: 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)"

The second principle requires institutions to have the capability to carry out the Quality Enhancement Plan, engage a wide audience in its development, and establish and carry out a plan to assess its implementation and effect. This principle reads:

> "SACS Principle: 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)"

This document and the assessment materials that will follow serve as UWG's argument that UWG has a clear and focused effort to improve student learning and is compliant with both SACS Principles related to the QEP.

3.a. Identifying Key Institutional Key Issues

UWG has a system for identifying and assessing student learning outcomes within academic programs and the core curriculum. As UWG has implemented and expanded this system, it has created an environment in which faculty members continually review and revise teaching and learning techniques in an effort to improve student learning. This institutional assessment system is based on identifying areas of need within a large number of academic programs and an even larger number of student learning outcomes. As such, the types of assessment and improvements in teaching and learning are naturally fragmented across the institution. One academic program may be improving communications skills, another quantitative skill, another discipline-specific knowledge, and another critical thinking.

While this type of organically grown improvement is intentional, healthy, and impressive, it does not focus institutional improvement efforts on one key area of student learning as required by the SACS principles for the QEP. The intent and outcome of this quality enhancement plan is to identify common concerns that will be addressed by the entire institution. This bold and ambitious attempt to impact large groups of UWG students is positioned to have a vast and significant impact on student learning. Additionally, leveraging assessment knowledge and skill across institutional boundaries will facilitate a movement that will have a significant and synergistic impact on the assessment of learning outcomes associated with academic programs. Details about each step, presentations and documents are found on the institution's QEP web site at: http://www.westga.edu/qep. A brief summary is provided here.

UWG began the QEP topic selection in the Spring 2010 faculty meeting. Following an introduction and strong endorsement from the UWG President, Dr. Beheruz Sethna and the Provost Dr. Tim Hynes, the SACS Liaison, Dr. Jon Anderson, introduced the concept of a QEP and reviewed the SACS reaffirmation process.

At the beginning of the Fall 2010 semester, the SACS Liaison presented at the faculty meeting and sent a call to all faculty and staff to engage in the topic selection process. The email sent with the call is shown below:

> "Sent: August 24, 2010
>
> Members of the UWG Staff, (a similar email was sent to faculty)
>
> In faculty meetings last spring and this fall, I addressed the faculty about the process of developing a Quality Enhancement Plan for UWG. You may have heard about this topic or process from those presentations. The development of a QEP is a SACS requirement, but, it is also a great opportunity to focus on increasing student learning in one area on campus. Please find attached a call for Quality Enhancement Plan (QEP) topics. This document outlines what a QEP is and its long term role in the University.
>
> This email is an invitation for you to participate in the selection of the topic for this Quality Enhancement Plan. As part of this process, I invite and encourage you to engage in meaningful discussion about student learning at UWG and how we (collectively) can enhance the student learning experience and the environment that surrounds it. This plan will be part of the University's operations for the next 7-10 years. Participating in this topic selection is a great opportunity to help shape the future of this institution.
>
> Please take time to thoughtfully develop and submit topics either alone or with colleagues across campus. Topic submissions are due by October 1st and should be emailed to qep@westga.edu. Questions or recommendations may also be sent to qep@westga.edu, or sent directly to me. Thank you for consideration of this invitation. I

appreciate the opportunity it is to work with you on improving student learning, and the environment that supports it, at UWG.

Sincerely,

Jon Anderson
Associate Professor of Management
Associate VP for Academic Affairs
University of West Georgia"

This call included the following language:

"During the fall 2010 semester, the University of West Georgia is searching for and selecting a topic for its Quality Enhancement Plan (QEP). A QEP describes an institution's commitment to enhance student learning. This plan must identify a specific area of student learning (the topic). It must also identify goals and measureable objectives regarding the improvement of student learning in this area. The QEP is a long term initiative for the institution (typically 7-10 years). The timeline for this process is:

- The topic selection will be complete by December 2010.
- The completion of a plan (including broad institutional development) will be complete by December 2011.
- Initial implementation will be complete by May 2012.
- Baseline data for measurement of goals and objectives will be collected during the 2012/2013 academic year.
- Implementation of the plan and documentation of the results will be begin in fall 2013
- Plan will be complete between 2018-2020.

…This QEP must support UWG's strategic plan and play a key role in implementing the academic portion of that plan across the institution, with particular emphasis on student learning. Once the topic is selected, all entities across campus will develop plans regarding how to improve student learning relative to the QEP topic within their domain of responsibility.

Topic Selection Process: All members of the faculty and staff are invited (and encouraged) to submit ideas for QEP topics. These ideas may be submitted by members of the faculty and staff, departments, schools, colleges, or any group of faculty and/or staff (i.e. senate committee, cross disciplinary, etc…). All recommendations will be collected in the Provost's office. All submissions will be posted to the web site: www.westga.edu/qep. Submissions will then be forwarded to the Institutional Studies and Planning Committee of the Faculty Senate for narrowing and combining of proposals. The final topic selection will be an iterative process between the Faculty Senate and President's Advisory Committee."

In response to this call, faculty and/or staff submitted 13 full proposals and 7 ideas (suggestions rather than full proposals). All were posted to the QEP web site which contains the following introduction (http://www.westga.edu/qep/index_14462.php):

> "Many high quality proposals for the QEP topic have been submitted. The next step in the topic selection process is a review of these submissions (including refining, combining, or adding of ideas) by the Institutional Studies and Planning Committee of the Senate. It is anticipated that this committee will engage faculty, staff and stakeholders through surveys (and other means) to narrow the list of topics. Once the list has been narrowed, the Undergraduate Academic Programs Committee and the Committee on Graduate Studies of the Senate will engage in the selection process. The final topic selection will be an iterative process between the Senate and the President's Advisory Council. Please provide any feedback on these proposals to your representative on the Senate Institutional Studies and Planning Committee. This process will culminate in a topic selection before the end of fall semester 2010. A number of great suggestions were submitted in an abbreviated form. These are combined in one file.

Using these proposals as a starting point, the Senate Institutional Studies and Planning Committee (which later became known as the Senate Strategic Planning Committee) assumed the leadership role in the topic selection process. In addition to the topic proposals, the committee reviewed student assessment data from academic programs. While these data are instrumental in improving student learning within academic programs, no significant trends were found across this institution. The data that were most helpful were results from the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA), both of which were reviewed by the committee and used in identifying areas UWG needed to improve student learning.

The committee then conducted two surveys of the general faculty. The first survey queried faculty on categories of perceived areas of deficiency in UWG student learning. These categories were based on combinations of the submitted QEP topics. The second survey narrowed the topics by ranking 9 possible areas of focus. The senate agenda from the

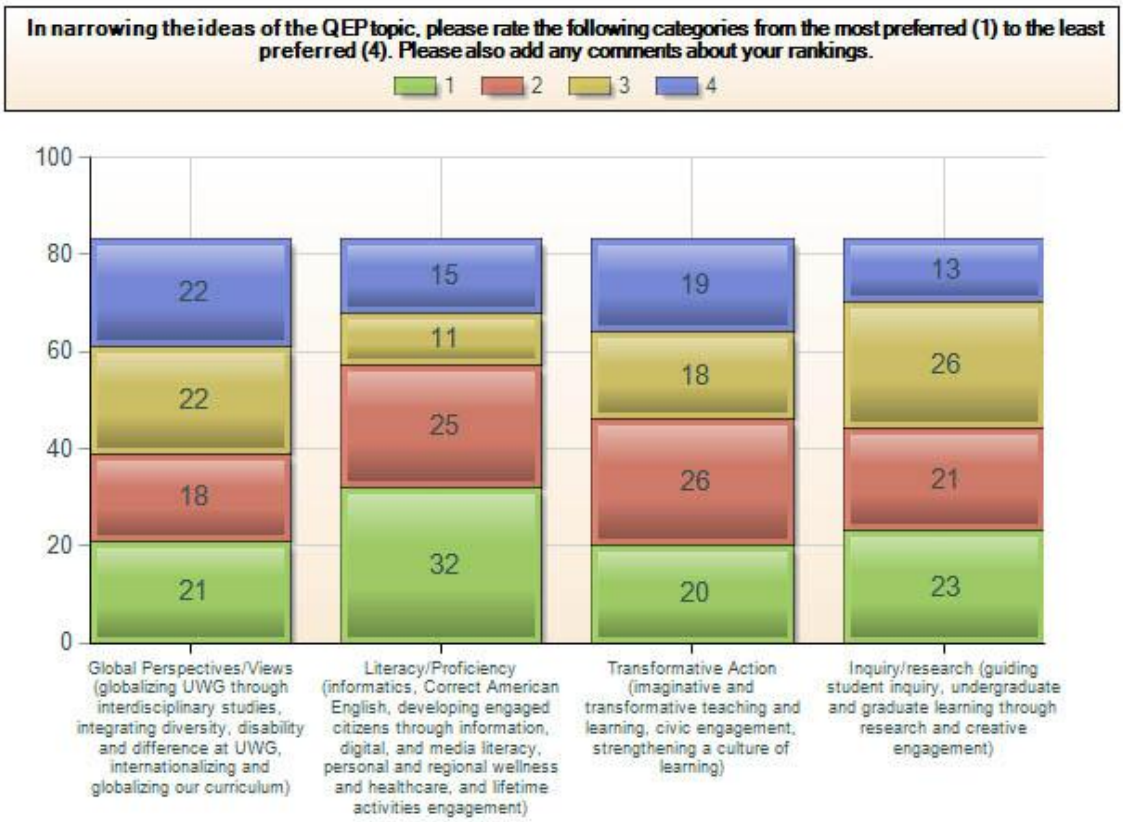
December 3, 2010 meeting included the following:

> "Faculty Senate Meeting, 3rd December 2010
>
> Information Item: The Senate Institutional Studies and Planning (ISP) committee is engaged in the topic selection for UWG's quality enhancement plan.
>
> So far, the committee has completed the following steps:
> - A call for topics from all faculty and staff
> - A categorical survey based upon review of topics
> - A survey of learning outcomes associated with the topics

- The committee is in the process of reviewing the results of these and has formulated a conceptual framework."

The agenda reviews elements of the conceptual framework and presents the results of the two faculty surveys which are shown below:

"Two Surveys conducted in October and November: Survey 1. Categorical survey based upon review of topics. This was sent out to all faculty in October. Results identified Reading and Writing/ Literacy proficiencies highest.

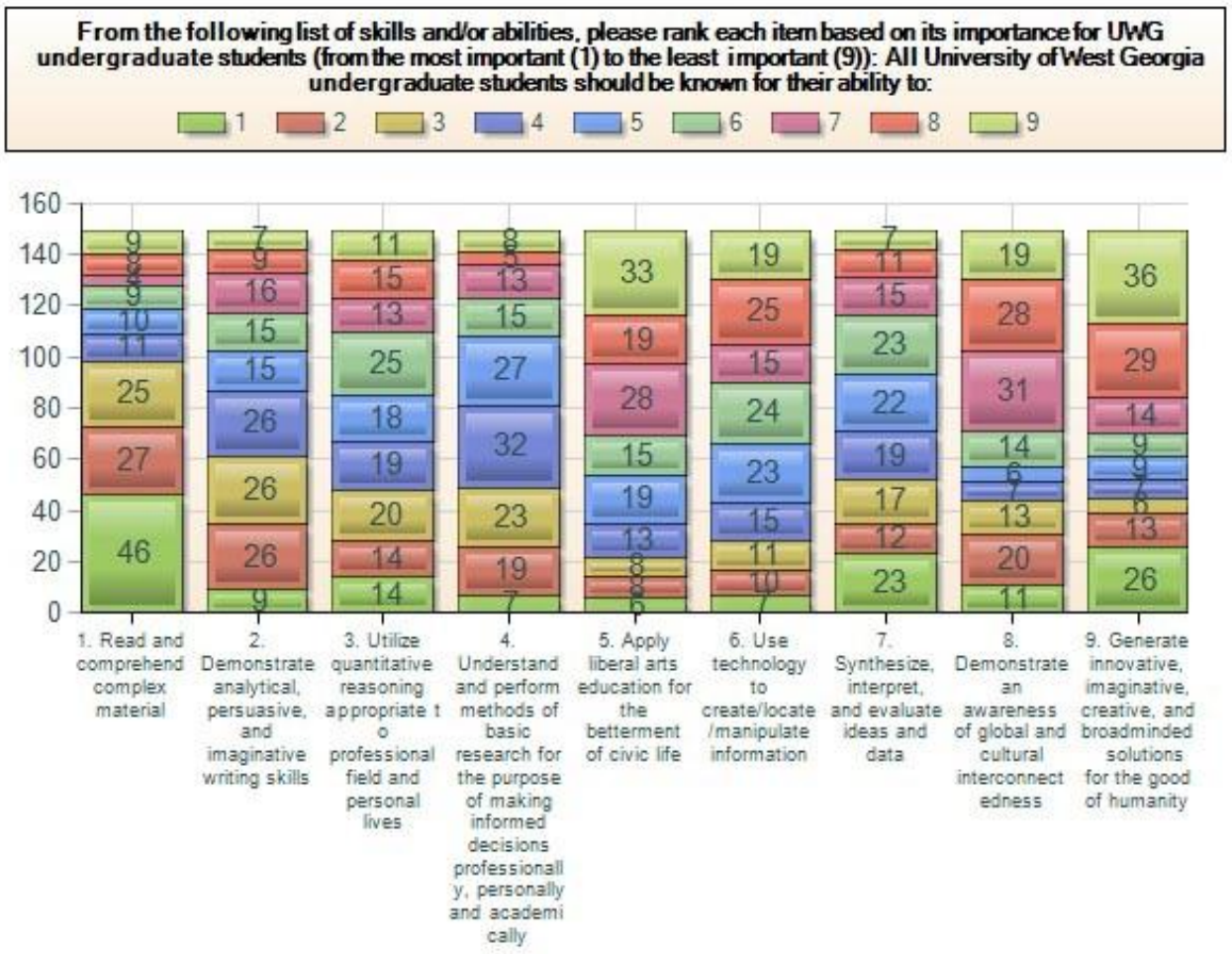


Survey 2. QEP: Learning Outcomes: Ranking a list of nine skills, and/or abilities, according to importance. This was sent out to All-Faculty, All-Staff, and All-Students in November.

The mean factor analysis of the results of this survey indicate;

1. The factor of most importance is Reading and Writing (1 and 2 on the survey).
2. The second most important factor was a combination of 9 and 5 on the survey.
3. The third most important factor was 7 and 8 on the survey.

The committee also noted that the outcomes from the National Survey and Student Engagement for UWG."



The perceptions of faculty, staff and students that improving writing and reading should be a high priority at the institution is also supported by the results of the Collegiate Learning Assessment and the results from the National Survey of Student Engagement cited below.

"The CLA presents realistic problems that require students to analyze complex materials. Several different types of materials are used that vary in relevance to the task, credibility, and other characteristics. Students' written responses to the task are graded to assess their abilities to think critically, reason analytically, solve problems, and communicate clearly and cogently" (2009-2010 UWG CLA report). In the 2009-2010 academic year, UWG offered the CLA to a group freshman (99 useable responses) and seniors (79 useable responses) as part of freshman-

level courses or senior-level courses, respectively. The UWG CLA performance data are shown in the tables below:

CLA 2009-2010 Results Value-Added and Precision Estimates					
	Performance Level	Value-Added Score	Value-Added percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound
Total CLA Score	Below	-1.47	7	-2.16	-0.78
Performance Task	Below	-1.68	6	-2.48	-0.88
Analytic Writing Task	Below	-1.06	12	-1.8	-0.32
Make-an-Argument	Below	-1.11	12	-1.91	-0.31
Critique-an-Argument	Near	-0.98	17	-1.79	-0.17

Seniors: Unadjusted Performance						
	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	79	1073	8	976	1197	150
Performance Task	38	1015	8	891	1114	142
Analytic Writing Task	41	1127	15	1022	1211	138
Make-an-Argument	42	1111	12	992	1244	167
Critique-an-Argument	41	1134	15	1004	1266	184
EAA	80	994	25	910	1070	135

Freshmen: Unadjusted Performance						
	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	99	1032	24	946	1112	134
Performance Task	50	1002	21	907	1077	137
Analytic Writing Task	49	1063	32	998	1136	125
Make-an-Argument	50	1071	34	975	1167	158
Critique-an-Argument	49	1055	32	972	1174	161
EAA	100	979	25	910	1030	93

The CLA results show value-added score is negative showing that UWG students do not progress in writing as compared to the CLA benchmark data. Although this is a cross-sectional sample, it does provide limited evidence that this group of UWG seniors were able to complete

a performance task, an analytical writing task, make-an-argument, and critique-an-argument better than their freshman counterparts. This is a positive sign for current UWG instruction in the areas of writing and critical thinking. However, the value-added score shows that UWG value-added score is either 'near' or 'below' the expected level according to the CLA benchmark. These scores provided evidence to the committee that critical thinking, analysis, and writing were areas in which UWG students could improve.

In addition to the CLA data, UWG regularly participates in the National Survey of Student Engagement (NSSE). This survey asks students the amount of writing they are required to complete as part of their academic program. The 2008 NSSE Survey results show that first-year students reported writing less than other freshman at participating UWG institutions, selected Peer/Aspirational Institutions, and the NSSE 2008 average. This provides support for UWG emphasizing the amount of writing students complete as part of their academic programs. However, they reported higher self-confidence in the level of which the experience at the UWG has improved their knowledge, skill, and personal development in the area of writing clearly and effectively.

This self-confidence trends opposite of the CLA results that shows a lower value added score when compared with CLA benchmarks. That trend was also shown in seniors. Therefore, UWG students should probably write more than they currently do, they should improve their writing skill more than they currently do, and they should receive more feedback on their writing so that they have a more accurate perception of whether or not they have improved their writing skill. The tables below include the NSSE data for first-year students and seniors from the 2008 survey administration.

First-Year Students									
During the current school year, about how much reading and writing have you done?									
		UWG		Georgia System		Peer/ Aspirational		NSSE 2008	
Variable	Response	Count	%	Count	%	Count	%	Count	%
3c. Number of written papers or reports of 20 pages or more									
	None	349	87%	5,978	83%	5,142	85%	137,544	81%
	1 to 4	27	7%	756	12%	604	11%	21,164	13%
	5 to 10	11	3%	239	4%	167	3%	4,407	3%
	11 to 20	7	2%	87	1%	54	1%	2,019	1%
	More than 20	2	1%	55	1%	48	1%	1,605	1%
	Total	396	100%	7,115	100%	6,015	100%	166,739	100%
*3D. Number of written papers or reports between 5 and 19 pages**									
	None	96	24%	1,243	18%	938	16%	20,355	14%
	1 to 4	219	55%	4,035	56%	3,456	57%	87,940	53%
	5 to 10	71	18%	1,433	20%	1,258	21%	44,659	25%
	11 to 20	10	2%	323	5%	303	5%	11,310	6%

	More than 20	1	0%	75	1%	69	1%	2,558	2%
	Total	397	100%	7,109	100%	6,024	100%	166,822	100%
*3E. Number of written papers or reports of fewer than 5 pages**									
	None	16	4%	298	4%	159	3%	4,314	3%
	1 to 4	159	40%	2,591	37%	2,055	34%	48,514	31%
	5 to 10	149	37%	2,462	34%	2,122	35%	57,904	34%
	11 to 20	61	15%	1,255	17%	1,172	19%	36,920	21%
	More than 20	13	4%	507	7%	519	9%	19,307	11%
	Total	398	100%	7,113	100%	6,027	100%	166,959	100%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?									
*11c. Writing clearly and effectively**									
	Very Little	10	3%	371	5%	208	4%	6,653	5%
	Some	55	15%	1,376	20%	1,212	22%	32,379	22%
	Quite a bit	130	38%	2,588	40%	2,448	43%	64,058	41%
	Very much	158	44%	2,241	35%	1,705	32%	53,007	33%
	Total	353	100%	6,576	100%	5,573	100%	156,097	100%

Seniors									
During the current school year, about how much reading and writing have you done?									
		UWG		Georgia System		Peer/ Aspirational		NSSE 2008	
Variable	Response	Count	%	Count	%	Count	%	Count	%
3c. Number of written papers or reports of 20 pages or more									
	None	159	53%	4,199	52%	4,059	52%	87,726	50%
	1 to 4	112	40%	3,167	38%	2,999	40%	78,749	41%
	5 to 10	16	6%	565	7%	412	5%	11,215	6%
	11 to 20	2	1%	151	2%	99	1%	2,889	2%
	More than 20	1	0%	101	1%	85	1%	2,408	1%
	Total	290	100%	8,183	100%	7,654	100%	182,987	100%
3D. Number of written papers or reports between 5 and 19 pages									
	None	29	9%	926	12%	717	10%	14,782	9%
	1 to 4	143	49%	3,996	49%	3,616	47%	77,416	44%
	5 to 10	79	28%	2,212	27%	2,322	30%	59,728	31%
	11 to 20	25	8%	741	9%	729	9%	22,560	11%
	More than 20	17	5%	311	4%	273	4%	8,540	4%
	Total	293	100%	8,186	100%	7,657	100%	183,026	100%
3E. Number of written papers or reports of fewer than 5 pages									
	None	22	8%	699	9%	422	6%	10,556	6%
	1 to 4	105	35%	3,260	40%	2,640	35%	59,123	34%
	5 to 10	80	28%	2,149	26%	2,075	27%	51,560	28%

	11 to 20	46	15%	1,173	14%	1,362	17%	34,144	18%
	More than 20	40	13%	903	11%	1,157	15%	27,662	14%
	Total	293	100%	8,184	100%	7,656	100%	183,045	100%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?									
*11c. Writing clearly and effectively**									
	Very Little	7	3%	333	4%	282	4%	6,443	4%
	Some	39	15%	1,520	19%	1,449	20%	31,601	19%
	Quite a bit	98	37%	2,880	37%	2,804	38%	65,447	38%
	Very much	121	45%	3,059	39%	2,738	38%	71,439	39%
	Total	265	100%	7,792	100%	7,273	100%	174,930	100%

*Statistically Significant Difference across all comparison groups (p<.05)

3.b. Topic Selection Process

With these data as benchmarks, the senate strategic planning committee focused its efforts on identifying one key area on which the institution could improve student learning through the development of a QEP. Although the topic selection process was intended to be complete by December of 2010, the process continued through the spring semester of 2011 and culminated with the topic being selected by the committee and approved by the faculty senate on March 25, 2011. The President accepted the recommendation as approved by the Senate.

This iterative process resulted in the committee selecting the topic of undergraduate student writing with the two learning outcomes shown below. Although at the time the initial consideration, the document included five operational outcomes, in the development phase, these were removed and replaced with the college/school specific plans outlined in this document. The two learning outcomes associated with the QEP remain the same.

By the end of the implementation of the QEP, all undergraduate students at the University of West Georgia will demonstrate an increased ability to:

1) write in standard English,
2) apply writing to discipline-specific communication.

Following this topic selection, the UWG student government association (SGA) was invited to select the name of the QEP. The SACS Liaison created a moderated blog that allowed for all faculty, staff, and students to submit recommendations. The senate strategic planning committee narrowed the list and submitted five finalists to the SGA. At the March 15, 2012 meeting of the UWG Student Government Association, the QEP Project titles were read for consideration, and then voted upon by the members. SGA selected the QEP title:

Write in a Whole New Direction.

4. Implementation

Following the topic selection and identification of the outcomes, an expanded subcommittee of the senate strategic planning committee (with additions from across campus of individuals with expertise in writing) composed the first section of the plan which identifies how the first learning outcome will be implemented to improve undergraduate students' ability to write in standard English. Additionally, the SACS Liaison prepared a template for each college/school/support area to follow in developing their plan for discipline specific writing or support services. Each college/school/support area followed its own process to create a plan that identifies how they will help students improve their ability to apply writing to discipline-specific communication. These plans comprise most of the remaining pages of this document.

4.a.Opening Narrative

Submitted by the Quality Enhancement Sub-Committee of
The Faculty Senate Strategic Planning Committee

Narrative on Learning Outcome 1: Increase students' ability in standard written English

The College Board created the National Commission on Writing (NCW) in 2005, in part to accommodate the writing assessment component of the new SAT, but also to address "the growing concern within education, business, and policy-making communities that the level of writing in the United States is not what it should be" (*Writing: A Powerful Message).* Among the many features the NCW identified as denoting inadequate writing were lack of clarity and weak grammar and mechanics, features considered "extremely important" or "important" by more than 95% of employers surveyed about the value placed on workplace writing tasks ("Writing: A Ticket to Work" 28). Indeed, poor workplace writing skills were considered "a barrier to promotion" in a survey taken of Human Resource Directors of 120 major American corporations. Ironically, when college students in a National Survey of Student Engagement (NSSE) report were asked to rank their writing abilities—including the ability to "use correct grammar and syntax" and to "employ correct mechanics (e.g., spelling)," abilities associated with producing standard written English--they consistently rated their skills far higher than college faculty: on a 1-5 scale, the mean college faculty rating ranged from a low of 2.63 to a high of 2.97 while Junior and Senior students rated themselves from 4.00 to 4.29 in the same categories (*Promoting Engagement)*. Thus, not only are writing skills considered valuable in both academic and professional settings declining, students seem unaware of their inadequacies; UWG students are no different in this regard.

The QEP initiative at UWG aims to produce graduates who competently deploy standard written English in both their general and their discipline specific writing. When placed in an academic context, standard written English includes not only grammatical and mechanical but also rhetorical considerations such as purpose, audience, genre (i.e., type of writing task(s) required), syntactic options appropriate to genre, logical coherence, and vocabulary. This contextualized definition of standard written English comes from a series of meetings held with members of the Strategic Planning sub-committee on the QEP, with members of FYW faculty, University Writing Center and Library personnel. A questionnaire submitted to all FYW faculty further shaped this definition and led to discussions about how ENGL 1101 and 1102 might be revised to incorporate more substantive instruction in standard English writing practices.

Research demonstrates that grammar, punctuation, and vocabulary lessons taught in isolation from concrete and specific writing tasks fail to promote adequate understanding of pertinent language concepts and their application. Indeed, Constance Weaver points to multiple studies that demonstrate such decontextualized grammar and mechanics drills actually do students "a gross disservice" (16). While components of what we've defined as standard written English in an academic context are best taught as part of reading and writing instruction, Weaver also notes that "teaching grammar in the context of writing will not automatically mean that once

taught, the concepts will be learned and applied forever after. On the contrary, grammatical concepts must often be taught and retaught, to individuals as well as groups or classes, and students may long afterwards continue to need guidance in actually applying what they have, in some sense or to some degree, already learned" (17). Thus the QEP at UWG seeks not only to increase the contact hours for ENGL 1101-1102 from 3 to 4 so as to incorporate an lab component in which grammatical and mechanical concepts may be [re]taught in the context of revising and editing students' own papers, but also to extend instruction in standard written English as an explicit activity in courses throughout the Core Curriculum and in upper division courses.

Narrative on Learning Outcome 2: Apply [developing] writing competencies to discipline-specific communication.

Among the NCW's 2005 findings is that "[w]riting is almost a universal professional skill required in service industries as well as finance, insurance and real estate" (7), and it would not strain logic or credulity to assert that writing is skill required in professions in or related to the sciences, social sciences and humanities. Students are best served by academic institutions that teach discipline specific communication, a phrase that has come to connote both a professionalized (rather than foundational) skill and a process to develop that skill for success both in and beyond the academy. Discipline specific communication programs recognize the distinct discourses, research methodologies, and documentation conventions required by the various disciplines; while all such communication begins with standard English language competencies, writing in and for a particular discipline implies a specialized skill set that develops over time, incorporating both formal writing assignments and assessment as well as informal writing-to-learn activities.

The University of Wisconsin at LaCrosse, nationally recognized for its "Writing in the Major" program, makes six recommendations appropriate to any Discipline Specific Communication initiative:

1. First, it recommends that each department (or discipline) clearly define goals, outcomes and standards for student writing because doing so "provides a model of competence [students] are expected to develop." A well defined model gives students something to emulate; a well defined *shared* model means that students develop competencies that transfer from class to class within the discipline, building skills and making assessment less likely to be perceived as subjective and confusing. Publishing goals, criteria and standards for student writing in handbooks, on websites and in course syllabi; making available examples of student writing, annotated to highlight key features; and exposing students to examples of good—and poor—published work, explaining what is and is not effective are all means of defining what students should—and how they can—achieve in their discipline specific writing.
2. The second recommendation is that departments/disciplines establish a shared evaluation framework for students' formal writing so that students can internalize criteria for effective communication. Common language and nomenclature in such

evaluation tools is one way to promote students' understanding of what is required and facilitates skill development.

3. Departments/disciplines should also embrace strategies that present writing as a process involving different types of writing and different stages in that process. "Formal writing skill develops best when students engage in a recursive process of writing drafts, revising, and editing. Students need feedback and guidance throughout the process in the form of clear expectations, models of acceptable work, help in shaping their subject and purpose, feedback on approaches, and so on." Process-oriented instruction recognizes that writing-to-learn activities promote understanding and development of ideas, while formal writing responds to a more complex set of requirements—and provides feedback accordingly.
4. The fourth recommendation offered by the U of W is that faculty coordinate writing –to-learn strategies throughout the major as one of the means to cultivate students' deep understanding of important disciplinary knowledge. Recommended practices include that departments/disciplines identify essential disciplinary knowledge and use writing-to-learn activities to monitor the development of student understanding as well as address persistent learning problems presented by this disciplinary knowledge.
5. In order to develop students' ability to assess independently the effectiveness of their own writing—a skill essential in a professional environment—faculty provide opportunities for students to analyze and evaluate their own work according to established criteria and standards. Further, departments should create "self assessment standards" that clarify progressively more sophisticated self assessment skills.
6. Finally, departments/disciplines should have a strategy to assess and improve its discipline specific writing instruction. Evaluation of student writing developmentally at several points in the students' program (e.g., entering, sophomore year, junior, exit) and sharing such evaluations with students so they can see their own progress are tools that can be employed for departmental self-assessment.

4.b.i Learning Outcome 1 – *Increase students' ability to write in standard English*

A vital principle in planning and implementing the QEP on undergraduate student writing at UWG is that ***this is a University initiative***; the faculty's unified commitment to shared writing goals projects--to students as well as to the larger community--the significance it places on effective communication, and the institution's sustained focus on the development of language competencies reflects best practices. This initiative thus also responds to a national call to "re-establish[ ] the importance of English studies broadly conceived at all levels and within all disciplines" (Addison and McGee 170).

Implementation

The QEP initiatives will be implemented in a variety of ways across the curriculum to address writing competencies during all four years of a student's experience at UWG. Such vertical implementation of writing instruction is crucial if students are to develop and maintain writing skills necessary both in and beyond academia. To support the QEP goals to improve

undergraduate student writing at every level of the currciculum, **The University Writing Center** will become a university resource *in fact by:*

1. Continuing to support ENGL 1101 and 1102 students with writing tutorials.
2. Adding staff, including graduate students from various disciplines capable of addressing DSW issues.
3. Offering Writing Workshops for various disciplines.
4. Providing faculty support to incorporate and address writing in their courses.
5. Offering instructors and tutors training in ESL foundations/methods to address the needs of a growing segment of our students population, especially in Nursing.
6. Bringing speakers to campus from local businesses and professions to discuss why proficiency in writing matters in the workplace.

Budget

Graduate student stipends through departments providing DSW tutors; "satellite" Writing Center Space to house DSW tutors closer to their constituencies; up to $2500 for customized training and materials from CAL (Center for Applied Linguistics) in training faculty and tutors in ESL foundations/methods.

4.b.i. First Year Writing

In fall 2011, 459 (of 1844, or 24.9%) students who *completed* ENGL 1101 received a D or F for the course (C is the passing grade from ENGL 1101). 112 (5.8%) additional students withdrew from the course, many of whom knew by mid-term that their skills were insufficient to pass the course. Research demonstrates that insufficient writing skills among college freshmen is part of a national trend: "students are simply not writing enough to prepare them for the demands of post-secondary education" (Addison and McGee 163). Research by Appleby and Langer published in 2009 found that "some 40% of twelfth-grade students . . . report never or hardly ever being asked to write a paper of three pages or more" (26).

Summer Bridge Program

1. Incoming freshmen identified as "at risk" for failure in ENGL 1101 by verbal scores on the SAT could enroll in a summer program offering a 3 unit, core-credit writing course (XIDS 2100) to address reading, writing and related deficiencies in preparation for ENGL 1101. This course would allow these students to develop skills necessary for success in First Year Writing. Special sections of this Bridge Program would address the particular needs of ESL populations.

2. Summer freshman orientation should include a substantive presentation of the QEP as an initiative that addresses the importance of writing competencies in and beyond academia.

Assessment: Analysis of "at risk" students' pass rate in ENGL 1101 before and after successful completion of a Summer Bridge course.

Budget: Instructor salaries, University Writing Center operating costs (total program cost of $160,100).

English 1101 and 1102

1. In addition to its current text-based reading and writing pedagogy, ENGL 1101 will adjust its focus to foreground specific rhetorical strategies to enhance reading comprehension and writing effectiveness. Understanding how and why certain rhetorical modes are employed provides students with opportunities to engage more extensively matters of audience, purpose, genre as well as sentence structure, sentence variation, vocabulary and punctuation.

2. Increase the units in ENGL 1101 and 1102 from 3 to 4 units by adding a lab component.[Area A would increase from 9 to 11 hours]. The lab hour will provide students with an opportunity for focused, supervised revision and editing of their ENGL 1101/1102 writing assignments, stressing those elements defined as essential for standard written English in an academic context. As described above, research clearly indicates that language skills are most effectively mastered when taught in the larger context of specific reading or writing assignments.

3. Revise ENGL 1101 and 1102 learning outcomes to reflect desired competencies in standard written English in an academic context, as defined above.

4. Implement use of an online grammar and mechanics program like Connect Composition 2.0—a reference work to which all students—beginning with ENGL 1101--would have access. This program offers a diagnostic in grammar and mechanics that, depending upon a student's individual needs, provides a guided tutorial for the student and progress reports for the instructor. This online program would be available for a student's entire UWG career, and thus at any stage instructors across the curriculum can require students to avail themselves of the customized tutorial. A program such as this can provide data over a student's UWG career for assessment purposes.

Assessment:

1. Essay exam administered in ENGL 1102 that would assess standard English writing competency. Assessment would yield a numerical score in rhetorical, grammatical and mechanical categories; students below the minimum score would be advised (required?) to seek remediation by taking Writing Center workshops and/or tutorials.

Budget:

1. Additional faculty lines required to accommodate increased number of units in ENGL 1101 and 1102. Currently faculty teaching in the FYW program teach a 15 hour load, 3

hours of which is dedicated to instruction in the University Writing Center and 12 hours teaching four courses. The increase from 3 to 4 units means that the number of courses taught per instructor will diminish by one, requiring eight more instructors—including instructors trained in ESL pedagogies--teaching a full 15 unit load. To insure program knowledge, commitment and consistency over time, 10 instructor lines should be converted to lecturers. The cost for eight additional full-time instructors is approximately $32,000 (salary) + $14,600 (benefits), or $372,000.

2. Institutional purchase of an online diagnostic and tutorial program in grammar and mechanics; course fees could be used as an offset to institutional cost.

4.b.ii. Second Year Writing

In order to continue development of students' standard written English competencies, core area B (Institutional Priorities) and individual courses in Areas C and E of the Core will include a writing focus.

Core Area B (Institutional Priorities)

1. Reconfigure Area B to include six hours distributed between B.1, Critical Thinking, and B.2, Professional Communication:

   B.1 courses in Critical Thinking will focus on teaching patterns of valid reasoning as well as logical fallacies in written work. Writing assignments would address rhetorical, grammatical and mechanical issues foundational to effective writing. Courses can come from any discipline. [PHIL 2110 to serve as benchmark course].

   B.2 courses in Professional Communication will concentrate on effective oral and written communication. Correct oral communication affects written discourse as many students tend to write as they speak. Oral and written assignments would address rhetorical, grammatical and mechanical issues foundational to effective communication. Courses can come from any discipline.

Revise Area B Learning Outcomes:

Students will demonstrate the ability:

1. to synthesize and logically organize material for oral presentations or written assignments
2. to adapt written and oral communication for specific rhetorical purposes
3. to employ enhanced problem solving and critical thinking skills
4. to use diverse information sources effectively
5. to further develop proficiency in the conventions of standard English in both written and oral work.

Core Areas C (Humanities and Fine Arts), E (Social Sciences) and F (Courses applicable to degree and major)

1. Require students to take one course designated as "Writing Intensive" in either Area C or E. These "Writing Intensive" courses will not be new courses, but reconfigured *versions* of courses that already exist in these Core areas. Like the former "WAC" courses, these reconfigured courses will incorporate various types of writing assignments and a minimum number of pages of formal student writing as part of their requirements. Faculty wishing to offer writing intensive courses in these core areas would receive support from the University Writing Center in developing effective writing assignments and grading rubrics. Because these are writing intensive courses, the class size of these sections would be reduced.

Revise Learning Outcomes for Writing Intensive ("WI") courses in Areas C and E:
Students will demonstrate the ability:

1. to synthesize information and logically arrange written assignments
2. to exhibit competencies associated with standard written English

Require students to take a "Writing Intensive" course in Area F that includes in its assessment competency in standard written English and introduces discipline specific considerations for writing in the major. This would not be a new course, but a reconfigured version of an existing course already required in area F. Faculty teaching the Writing Intensive course in Core area F would receive support from the University Writing Center in developing effective writing assignments and grading rubrics.

Revise Learning Outcomes for Writing Intensive ("WI") courses in Area F:
Students will demonstrate the ability:

1. to synthesize information and logically arrange written assignments
2. to exhibit competencies associated with standard written English
3. to correctly employ writing conventions specific to the major discipline.

Assessment:

1. Students take CLA exam to establish baseline score that can be compared to fourth year score.

These recommendations for implementation of the QEP in First Second Year Writing include changes in the number of hours required in Areas A, B and D.

The following chart reflects the changes in terms of required hours to Areas A, B and D of the UWG Core Curriculum:

A 9-->11 hours	B 5-->6 hours	D 10-11-->7-8 hours
ENGL 1101 3+1	B-1 3	D-1 3+1
ENGL 1102 3+1	B-2 3	D-2 3 (+1)
MAT 3		

These recommendations comply with BOR Core Curriculum requirements:

3.3 Curriculum:
http://www.usg.edu/policymanual/section3/policy/3.3_curriculum/#p3.3.1_core_curriculum

3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution are fully transferable to another USG institution. Each institution's core curriculum shall consist of 60 semester hours, 42 hours in Areas A-E and 18 hours in Area F, as follows:

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Area Name Hours

Area A1 Communication Skills: At least 6 semester hours
Area A2 Quantitative Skills: At least 3 semester hours
Area B Institutional Options: At least 3 semester hours
Area C Humanities/Fine Arts and Ethics At least 6 semester hours
Area D Natural Sciences, Mathematics, and Technology: At least 7 semester hours*
(At least 4 of these hours must be in a lab science course.)

*Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]

[**This caveat can be addressed by developing Area B Natural Sciences, Math or Technology courses incorporating Critical Thinking skills as a means of understanding content."]**

Area E Social Sciences: At least 6 semester hours
Area F Lower Division Major Requirements 18 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

4.c. Learning Outcome 2 – Apply writing to discipline- specific communication

Each college/school/support area prepared a plan specific to that unit that outlines their plan to increase students' ability to apply writing to discipline-specific communication. These plans and their associated assessments comprise the next sections in this document

4.c.i. College of Arts and Humanities

College of Arts and Humanities QEP Report

Overview and Definitions:

In the disciplines in the Humanities and the Arts, writing is extremely important as a tool for:

- understanding oneself and others;
- making sense of and explaining complex ideas, texts, artworks, cultures, and histories to oneself and others;
- explaining and exploring human experience for oneself and others;
- inquiring consciously and critically into human consciousness, values, systems, ideologies, languages, and cultural production; and,
- documenting clearly in both analytic/critical and artistic/creative ways (sometimes in more than one language) the results of all such inquiry described above.

Analytic writing consists of thesis-driven essays (in clear and grammatically correct prose) that demonstrate a skillful and insightful use of data (broadly interpreted to include narrative) to convincingly convey a point or argue a position. Creative writing consists of the expression of the writer's ideas/experiences/thoughts/feelings in imaginative and unique ways in fiction (including poetry, scripts, screenplays, stories, etc.) and non-fiction.

The process in COAH began when Dr. Clark sent an e-mail to Chairs at the end of the fall semester outlining current DSW definitions (from a long-standing Writing Committee) and asking them to verify that these current definitions and practices were still in place. At the beginning of the Spring Semester (2012), the College Writing Committee was asked to take up the work begun in late fall. In the first week of the semester, the committee met. All department Chairs were then asked to take the questions provided by Dr. Anderson to their faculty, to draft answers, and to submit those to the Writing Committee. The Committee read through the materials submitted by all departments, assessed the answers from a variety of disciplinary perspectives, filled in gaps where necessary, and came up with a synthesized definition. This definition and document were then circulated again. Additional feedback led to the final definition and to the final draft of this document as a whole.

The faculty and administration of the College of Arts and Humanities were all asked to participate in and provide feedback on this process. The members of the Writing Committee compiled, synthesized, and documented the results as representatively as possible.

Given the process described above, everyone in the COAH had access to the draft of the definition and the opportunity to provide feedback on it. Feedback suggests that faculty members now know about and understand the definition.

Students are probably not yet aware of this specific definition since we are still in the process of producing it. Students ought to, however, be familiar with the basic concepts outlined in the definition, since they form a part of all courses in the Humanities and the Arts.

Overview of Current Practices

The College of Arts and Humanities includes seven disciplines: Art, English, Foreign Languages and Literature, History, Music, Philosophy, and Theatre. English, Foreign Languages and Literature, History, and Philosophy are what are considered Humanities but include artistic endeavor.

Art, Music, and Theatre are considered Arts but also include humanistic modes of inquiry. The Humanities are branches of knowledge/modes of inquiry concerning human thought and cultural production. The Arts are fields in which the focus is on harnessing creative and imaginative impulses in order to produce aesthetically pleasing works of music, literature, art, and theatre.

All departments include a variety writing assignments in the classes they teach: journals, essays, analyses, poetry, fiction, biography, scripts, essay exams, reviews of performances, reflections, and so on. Individual faculty provide directions and explanations (generally written) for the individual assignments (outlining expectations and parameters), and evaluate and provide feedback (a technique intended to show students how they can improve on what they've done) on those assignments using either formal, shared, and written rubrics or informal, individual, and internalized rubrics. Writing is taught in classroom discussions about the structure and mechanics of papers and artistic works, in one-on-one sessions in office hours in which drafts are analyzed and work-shopped, in student work-shopping in class, in University Writing Center tutorials (run exclusively by COAH faculty), and in the evaluation of drafts of students' writing assignments.

In general, faculty members require a step-by-step writing process, providing feedback at every stage of the process: proposal, sample paragraphs, rough draft (between one and three of these), and final drafts. All departments have writing-intensive classes teaching discipline-specific communication at the 3000-level or above. All departments include elements of discipline-specific writing in all upper-level-classes, and most include these at the lower level as well. In at least two departments, extra-curricular activities are provided on a regular basis to help encourage and improve student writing.

In addition, it is important to mention that writing is a practice that is intimately linked to reading. Artistic and critical literature constitute some of the most sophisticated, clear, and articulate prose available. We believe, therefore, that improving writing is tied to reading good writing in the disciplines. All departments require substantive amounts of reading in the discipline in their upper-level-courses and, in many cases, in their lower level courses too. Providing good models of what we expect, analyzing them in terms of structure and content, and discussing them in detail likewise contribute too in significant ways to the development of strong writing skills.

In the College of Arts and Humanities, students are taught writing at every level of the curriculum in every department. Within the disciplines in COAH, we articulate as part of our regular curriculum a year-by-year progression from introductory writing at the 1000 level to developmental and pre-professional writing at the 2000 and 3000 levels, culminating in a honing and refining of those skills at the 4000 levels. In a variety of courses, faculty members teach a shared set of writing skills, but specific courses within the disciplines also emphasize the development of specific skills as well. For the College of Arts and Humanities, learning how to write better is an infinite process, a kind of life-long learning that is never completed – like staying physically fit. It is not something one achieves for once and for all. It is something one works to maintain and tries to improve upon every day and with practice.

Assessment of Current Practices:

Evidence is collected in individual departments in a variety of the following ways:

1. Anthologies of student writing for Senior Seminars.
2. Results of student performance on external, accredited exams that include writing portions.
3. Individual writing assignments from individual courses.
4. Online portfolios of student writing that show progress over a 3-4 year period.
5. Records of graduating majors.
6. Presentation of papers at conferences/Publication of papers in journals.
7. DFW rates.

COAH assesses whether or not current practices are effective in various ways, including but not limited to:

1. Discussions in departmental and section meetings that lead to critiques, ideas for change, and the implementation of those changes in many cases.
2. Ongoing interpretation and analysis of SACS data at the departmental level.
3. Generation of faculty-approved rubrics that are revisited and honed in accordance with the experience(s) of faculty in courses in which writing is taught.
4. Reading of single papers by additional faculty members (not just course instructor).
5. External exams and competitions.
6. Team or partner grading (a kind of mini external check).

In most departments, individual faculty members create and use their own rubrics. English, History, and Philosophy, however, have all developed departmental rubrics which are available on their websites.

Discussions and assessment of data collected on student writing have led, over time, to curricular and other changes designed to enhance our practices. Those include but are not limited to:

1. The addition of more specialized writing classes (technical writing, a second composition course in FLL majors, changes to the Capstone/Senior Seminar courses).
2. The revamping of WAC to DSW.
3. The establishment of a College Writing Committee (Subcommittee of the Executive Committee).
4. The addition of extra-curricular workshops within departments and also at the University Writing Center.
5. Changed requirements in individual courses (more and different kinds of writing added as reported in SACS assessment).

New Practices

The College recommends the following:

1. Reduced enrollment caps, particularly in lower-division courses, so that instructors can assess problems in students' writing as early as possible, assign more writing, and can develop and implement a more extensive drafting/feedback-loop process.
2. Consistent expectations across all disciplines for writing assignments and instruction in lower level classes.
3. The Development and implementation of program rubrics to standardize expectations and assessment.
4. A more effective implementation of DSW writing requirements in the College.
5. Additional editing labs and more workshops.
6. The Creation of online tutorials.
7. More and better communication and collaboration with the University Writing Center, and COAH-wide participation in its work.
8. The hiring (in some departments) of faculty members who are experts in writing pedagogy.
9. A thorough-going assessment of writing instruction and writing assignments in all courses in all departments.
10. Entrance and exit exams for multi-section courses devoted to the teaching of writing.
11. Higher entrance requirements for the student population in general; particular attention should be paid to the writing portion of the SAT exam. If a student has not achieved a basic level of writing competence before entering introductory college courses, s/he proves unable to keep up, master the material, and/or succeed. Having large numbers of unprepared students in any given class also hampers the development of those students who do have a foundation on which to build.

Are there practices that have been found to be ineffective that will be eliminated?

COAH teaches the majority of core courses devoted to college-level writing skills; we find that large classes in the first two years are detrimental to the development of strong writing skills that students could hone later in DSW courses (both in our own and other colleges). Because extremely large classes make the drafting and feedback loop almost impossible, students do not always get enough practice early on, remain insufficiently skilled in the basics, and thus not poised to succeed in their upper division, writing-intensive classes.

How and where will these practices be implemented (i.e. courses, outside of class, degree requirements)?

We will implement the new practices both in courses and outside of class. Degree requirements do not need to be changed since the College already focuses on improving student writing throughout students' careers. The goal will be to help more students more effectively achieve the outcomes which the University and the College have set.

Intended Outcomes

Again, given that writing has always been very central to all of the disciplines housed in the COAH, we do not see a need to change learning outcomes related to writing at this time. With few exceptions, courses in the COAH include some kind of writing-related learning objective. As we move through the multi-year process of examining how we can help more students to more effectively achieve the goals already in place, we will continue to adjust and hone our practices and may revisit and redraft learning outcomes where judged necessary or important.

1. Students will write a discipline-specific, faculty-directed advanced project that demonstrates analytic engagement with discipline-specific literature.
2. Students will write organized, discipline-specific texts.
3. Students will write texts free of major grammatical error.
4. Students will adhere to a widely acknowledged academic honor policy in their writing, recognizing and avoiding plagiarism.

Assessment

The College will continue to collect evidence as it has done in the past: anthologies, student publications, data from individual courses each semester, results from external exams, and some departments will develop a portfolio system in order to demonstrate progress from first through fourth/fifth year. The College will consider instituting entry/exit writing assessments for classes, constellations of classes, and degree programs.

The faculty will collect data in their courses and extra-curricular initiatives and submit it to their department Chairs, who will, in turn, record the data online (SACS central website) and in the departmental offices.

Rubrics or Measurements

This rubric does not yet exist because we are in the process of defining the new and replacement practices. Once they are finalized, work on developing the rubric will begin immediately in the Writing Committee.

Budget

The College requests several new tenure-track lines so that enrollment caps can be reduced where necessary and stability created in order to allow students in all disciplines and all classes more practice and feedback than is often currently possible. This measure will make possible more writing assignments involving more drafting, individualized feedback, and a quicker feedback loop mechanism.

The College requests funds for more Graduate Research and Graduate Teaching Assistants to assist with an increased number of writing-based assignments in high-enrollment core courses

The College requests additional operating funds in order to establish more editing labs and workshops and to fund some travel for faculty to writing pedagogy workshops/conferences.

4.c.ii. College of Education

Overview and Definitions

Students' ability to write in standard English is defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA). The definition emerged through committee collaboration. It was first discussed as part of our evaluation of student teachers, but has been expanded as an expectation of COE courses. Faculty member representatives from all departments were involved in creating the definition. The definition is distributed to all faculty members. The definition and expectations about student writing are shared with students on syllabi and through feedback on written assignments.

Overview of Current Practices

The disciplines in the College of Education are clustered into the following categories:

1. Initial Preparation – Programs that prepare pre-service teachers for certification
2. Advanced Teacher Preparation - Programs that enhance educators' skills
3. Other School Professionals – Programs that prepare education professionals who are not teachers (e.g., counselors, administrators, Instructional Technology Specialists, Speech/Language Pathologists, etc.)
4. Non-education Professionals – Programs that prepare people for fields aligned with business or other disciplines (e.g., Sports Management)

Students in most COE programs are expected to write lesson and unit plans that clearly communicate goals and objectives to a variety of audiences. These are reviewed by professors and supervising teachers from the P-12 school systems. Students also gain experience in writing academic papers (e.g., research, reflections, etc.) and public documents (e.g., news releases, newsletters, brochures, information letters, etc.). Key writing assignments in the COE begin in the education "pre-classes," including EDUC 2110, 2130, 2140, and continue until graduation. Most upper division classes require intensive writing, and students typically have the opportunity to resubmit if improvement to their writing is called for. In the final semester, which is typically a clinical experience, students are expected to write in their professional setting.

Assessments of Current Practices

The COE uses multiple forms of assessment to determine whether writing instruction has been effective. First, students must pass the GACE Basic Skills test to be admitted to the College, so we know that a reasonable understanding of conventional English has been obtained prior to students starting our programs. Second, COE courses routinely employ rubrics to set expectations for students and to assess written assignments. Third, we have mid-point and exit Key Assessments identified for every program. The scores on these are analyzed across the

College and cross-tabulated by program and objective. Fourth, students are assessed on their writing ability as part of their clinical experience in their final semester. Finally, candidates must take the GACE Content Exam in order to be certified as a teacher in Georgia. We receive an analysis of students' scores, including ability to use standard English.

Program areas design individual rubrics for specific assignments and program assessments. College wide, have a specific writing rubric, and writing is also part of our Intern Evaluation System that assess student writing in the field. Our analysis of prior data showed that students needed more instruction and support for writing in standard English. This is part of why we embraced this focus for our QEP this year. We have identified several new practices that we are in the process of employing or plan to implement over the next year.

New Practices

In order to enhance students' ability to write in standard English, we are in the process of implementing the following:

1. Requiring the inclusion of the College definition of writing in Standard English on every syllabus;
2. Encouraging all faculty to set high writing expectations for all assignments;
3. Implementing a new data management system across the College so that writing proficiency can be more easily analyzed and tracked over time;
4. Creating a more specific rubric for our Clinical Experience writing component;
5. Using our mid-point program assessments as a benchmark for identifying students who still need support for better writing and requiring them to use campus resources (e.g., the Writing Center).
6. Providing an online writing resource, such as "Smart Thinking";
7. Create a college guideline related to plagiarism, which includes both a formative teaching component and consequences;

These practices will be implemented within specific courses and as part of the progression to degree requirements.

Intended Outcomes

COE students will write well in standard English, using the rules and patterns associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA, as appropriate).

Assessment

Data will be collected on every COE student at entrance to the program, within courses that are identified as including a "Key Assessment," and at program exit. At these key points, faculty

members will rate students' ability to use standard English on a four-point scale from 1 = unacceptable to 4 = exemplary. Every semester faculty members and school supervisors will load the results of key assessments into TK20, a data management system, which is able to track the progress of individual students, full program areas, and the entire College of Education.

Rubrics or Measurements

The unit uses the following rubric to assess student writing. In addition, we have literally hundreds of discipline and course-specific rubrics that are modified for the student's academic level and course assignment expectations.

COE Writing Rubric	
1 = Unacceptal	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.
2 = Emerging, Needs Improvement	Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = Proficient	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = Exemplary	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

Budget

Year	Item	Estimated Cost
Year 1	"Smart Thinking" (or similar) Online Writing Tutorial Subscription	$10,000
	Faculty Training	$ 5,000
Year 2	"Smart Thinking" (or similar) Online Writing Tutorial Subscription	$10,000
	Faculty Training	$ 5,000
Year 3	"Smart Thinking" (or similar) Online Writing Tutorial Subscription	$10,000
	Faculty Training	$ 5,000
Year 4	"Smart Thinking" (or similar) Online Writing Tutorial Subscription	$10,000
	Faculty Training	$ 5,000
Year 5	"Smart Thinking" (or similar) Online Writing Tutorial Subscription	$10,000
	Faculty Training	$ 5,000

4.c.iii. College of Science and Mathematics

Overview and Definitions

Student writing should be clear, concise, complete and have a logical flow of ideas. It must be properly organized and use correct grammar, punctuation, and sentence structure. The WAC/DSW (Writing Across the Curriculum/Discipline Specific Writing) program was started by The College of Arts and Sciences in order to define writing expectations and help faculty create courses and assignments to improve and assess students' writing. This was created by an ad hoc committee. This definition is available on the university website: http://www.westga.edu/dsw/. Students are required to complete at least two 3000/4000-level courses in their discipline that are designated as DSW courses.

Overview of Current Practices

The COSM disciplines are divided into the natural sciences (physics, chemistry, biology, and geosciences), computer science, and mathematics. Writing in the natural sciences consists largely of laboratory reports, research papers, and observational notes. Computer science students must write and document code and write technical documents describing software function and use. Mathematics students form sequences of logical arguments using mathematical notation (proofs), translate real-world problems into mathematical problems (modeling), and read and interpret data. All departments have a subset of 3000+ level courses that are designated as writing-intensive; however, there are no college-wide standards for the content of such courses and departments leave specifics of the course content up to the individual instructor.

Students are introduced to scientific writing in lower level courses with the help of prompted responses to instructor-guided questions. With an increase in content knowledge and initial experience with scientific writing, open ended student responses are encouraged in upper level courses. Students are also required to complete at least two 3000/4000-level courses in their discipline that are designated as DSW courses.

Assessments of Current Practices

No such evidence exists. Current practices are not measured quantitatively. No rubrics are currently in use.

New Practices

College-wide and discipline-specific standards will be developed for student writing and these standards will be applied to DSW-designated courses. Such designations will be approved both at the department level and by the curriculum committee of the college in order to be sure that the courses adhere to the above-mentioned standards. Rubrics will be developed to aid instructors in evaluating students' writing and providing feedback. DSW-designated courses will be divided into two categories, those designated as permanently

DSW and those receiving a one-time DSW designation. Both types will go through the same approval process, but courses designated as permanent will not be required to seek approval each time they are offered unless the instructor wishes to make substantive changes to the types of writing assignments in the course and/or the way in which they are evaluated.

The current definition of DSW is somewhat broad and includes components not necessarily appropriate for the College of Science and Mathematics. The standards will promote consistency in all departments. These practices will be implemented in DSW courses.

Intended Outcomes

Students will become more effective writers and more able to communicate in their discipline.

Assessment

Feedback from faculty in the form of comments and grades on assignments will be used to determine whether the students are gaining the necessary writing skill. Data will be collected by faculty teaching DSW courses and compiled by the individual departments. Rubrics used by a variety of COSM departments from the following universities will be adapted and implemented for our own use:

http://www2.gsu.edu/~mstnrhx/457/rubric.htm
http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/reportrubric.html
http://www.phy.ilstu.edu/pte/310content/essay_rubric2.pdf
http://course1.winona.edu/shatfield/air/Science_Rubrics.pdf
http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/reportrubric.html
http://course1.winona.edu/shatfield/air/termpaper.pdf'
http://www.engr.sjsu.edu/assessment/topic/rubricLab.htm
http://courses.biology.utah.edu/horvath/biol.3525/Scoring%20Rubric.html
http://www.uen.org/Rubric/rubric.cgi?rubric_id=25
http://www.csulb.edu/colleges/coe/cecs/views/programs/undergrad/grade_prog.shtml
http://www.crlt.umich.edu/gsis/P7_11.php

Budget

No financial cost is expected.

4.b.iv. College of Social Sciences

Overview and Definitions

Social science writing is formal and analytical, using concise, clear expository prose to 1. describe, explain, report, and evaluate the outcome of research; or 2. interpret, evaluate or discuss in a thoughtful and contemplative manner the theories or research of others. Social Science writing contains social science content and contains clearly formulated arguments.

This definition was originally created by the College's Associate Dean, and was vetted through the Faculty Council and the Chairs of the college, before being sent to the entire faculty for comment and review. Several iterations and much faculty involvement created the final draft. Students are not yet aware of the definition, although all faculty are. We have not yet implemented a process by which students will be informed but intend to do so within the context of the program to improve student writing (see below).

Overview of Current Practices

We define the discipline of our writing program in terms of the Social Sciences as a family of related programs focused on people, human interactions, and social and political groups. Prior to the split of the College of Social Sciences from the College of Arts and Sciences, all COSS departments participated in a Discipline Specific Writing program (formerly Writing Across the Curriculum). This program worked by certifying certain upper-division courses as "writing intensive", based on voluntary participation of the faculty, and required each student to take two courses. Most faculty in COSS were already teaching courses that would have counted as "writing intensive" based on the amount of writing that students typically do in social science courses.

However, we found as a group, during multiple conversations regarding the effectiveness of the program, that the way this program worked did not contribute to effective writing by students. Rather, it was viewed by faculty and Chairs as a "hoop that we have to jump through" and a "barrier to progression". Students were not required to take the two classes in their own discipline; rather, they took them in any department they wished. No evidence was ever asked of professors teaching in those "WAC" or "DSW" courses as to whether the process led to any improvement in actual, individual student writing.

Since many faculty did not care to participate voluntarily, even to the extent of adding certain required "catch phrases" to otherwise-compliant syllabi, many students in the social sciences were in effect taking five, ten, or more "writing intensive" classes without taking certain professors' courses which were designated "writing intensive". It was the overwhelming feeling of the faculty and the Chairs that the program was not appropriate for this college, since we require and teach students to write in nearly all our classes.

Generally speaking, we expect that students learn to write using accepted English grammar in core-level English classes (ENGL 1101/ 1102). In our upper-division courses, we teach students to structure papers in the manner that is accepted in our disciplines, which can be radically different from the kind of communicative papers students learn to write in English classes. Students must write term papers in a large number of courses. These generally fall into two types: research papers, which are generally assigned in Senior Seminar and other capstone courses, and report-type papers, which are generally assigned in other upper-division courses. Research papers are, of course, the result of individual research and are intended, in a small way, to make a contribution to the discipline. We therefore teach students the proper organization of information, so that they may effectively present their findings. Report-like papers are designed to help students learn to gather a large amount of information and synthesize it into a concise form. We teach students to write for communication – to effectively present information to an audience of either laypersons or experts (like supervisors in their fields).

We do not monitor students' writing at either the department level or the college level at this time, but plan to implement some such program in the near future.

Assessments of Current Practices

Currently, the College of Social Sciences does not maintain any programs intended to improve student writing. Having abandoned the "WAC"/ "DSW" model, we began to craft a shared definition of social science writing, rather than department-specific writing. General agreement that "social scientists do not write like English majors" was not and is not sufficient. Instead, we began to think critically about how we write, what it meant to write as a social scientist, and how to impart this to our students. We have not yet created a program to impart the shared idea of social science writing to students.

Currently, students who cannot effectively write to communicate in a discipline specific way will not progress toward or attain a degree in a College of Social Sciences discipline. Given the number of writing assignments required in most courses, we have in the past assumed that students would learn to write. However, it is clear from the level of writing we find among our students that many of them do not know how to write like a social scientist. We have come to believe that we need to be responsible for making certain that they can write to communicate within their discipline.

At this time, we do not assess departments for student writing. Departments are expected to assess their students' ability to write, and to implement curriculum changes if their students cannot be effective.

For example, the Department of Political Science and Planning realized that students in Senior Seminar in Political Science did not know how to write a political science research paper. In order to teach students this skill, the department created a new course, POLS 2601, intended to

give students a foundation in research methodology, including how to structure term papers of all types, which could be built upon in upper division classes.

Generally, there is no cohesive rubric for teaching students to write like a social scientist. Each professor makes assignments appropriate to his or her discipline and topic; each professor has his or her own rubrics for determining the success of students.

As we are very new, we do not have any results of choosing to eliminate participation in the Arts and Sciences program. We did realize, however, that that program was not helping students be better writers, and are trying to find new ways that will enable them to write effectively.

New Practices

Having discarded the previous writing across the curriculum/discipline specific writing program, COSS proposes to convene a faculty committee to examine ways to implement a program that will improve student writing in accordance with the current definition. In order to enhance the quality of students' ability to write in standard English or apply writing to discipline-specific communication, COSS will implement a new program, created with faculty input. This will be completed by the end of the Spring 2012 academic term.

Having found that previous practices were not proven to enhance student writing, we have already discarded these previous practices. In general, we intend to implement new practices within courses.

Student outcomes and course requirements will be examined by the faculty committee, however, and some practices and requirements may need to be approved by COSS's Faculty Council and forwarded to the University's Faculty Senate. Data points will be identified, and data will be collected by each department and submitted to the Dean's office on a schedule to be determined by the faculty committee convened to examine and create a QEP implementation plan. At this time, having no concrete plan, we have no concrete budget. However, we plan to implement this process within already-existing programs and courses, and do not anticipate much of an associated cost.

One proposal under consideration is to require a minimum of two writing assignments in a required course for each of our majors the data collection point. Every major has at least a capstone experience or "senior seminar" that all majors are required to complete. By requiring at least two writing assignments of either type 1 or type 2 (in the definition), professors will be able to assess for improvement between the first and second (and third and so on) for each student.

Intended Outcomes

In creating and implementing our new program, the committee will indeed be required to draft new student learning outcomes. In general,

1. Students will be able to produce papers containing social science content;
2. Students will be able to formulate and clearly present arguments, either about their own research or the research and theories of others;
3. Students will be able to produce formal and analytical writings;
4. Students will be able to use expository prose to present evaluations of their own research or the research of others;
5. Students will organize their papers to contribute to clearly presented arguments.

Assessment

Once we have a new program in place, we will be able to decide how to assess that new program. Again, one proposal under consideration is to require a minimum of two writing assignments in a required course for each of our majors the data collection point. Every major has at least a capstone experience or "senior seminar" that all majors are required to complete. By requiring at least two writing assignments of either type 1 or type 2 (in the definition), professors will be able to assess for improvement between the first and second (and third and so on) for each student.

Intended Outcomes

Assessment in the program described above will be done on a student-by-student basis. Each student will be expected to show improvement from assignment to assignment. We will be able to aggregate this to the class, department, and college levels to provide clear, easy to understand data points that do not interfere with academic freedom for each professor.

Budget

We anticipate little to no cost associated with any program we produce. Given the constraints of the state budget, it is not sensible to create expensive programs that cannot be sustained.

4.b.v. Richards College of Business

Overview and Definitions

The mission of the Richards College of Business is to educate and prepare students for positions of responsibility in business and society. Degree programs in the Richards College of Business (RCOB) are designed to provide students with a high-quality business education based on a solid liberal arts foundation so they can secure entry-level positions in organizations and/or pursue graduate studies.

At the undergraduate level, all RCOB students are expected to be able to communicate effectively upon graduation. The following learning goals and associated learning objectives are applicable to all degree programs (BBA in Accounting, Economics, Finance, Management, Management Information Systems, Marketing and Real Estate; BS in Economics; and BA in International Economic Affairs) and are designed to reinforce this expectation.

Learning Goal 1: Communicate effectively

Learning Objective 1.1: Students will produce professional quality business documents

This learning goal was defined by the faculty of the RCOB many years ago when the mission statement and associated goals were formalized, and the learning objective was approved by faculty vote in Spring 2010. Communication skills are considered to be essential to students' future successes upon graduation.

The degree program learning goals and objectives are shared with students upon entry into the program, and the concepts are reinforced at various points throughout their programs of study.

Overview of Current Practices

The discipline-specific writing is defined as business communication which includes both written and oral communication for all students majoring in the various business degree programs. Students are taught the basic writing techniques at the introductory levels in the ENGL 1101 and 1102 courses, primarily during the freshman and sophomore year.

Current practices for teaching business-specific communication occur primarily in the Business Communication course, ABED 3100, late in the sophomore year or in the junior year. This course is "a study of written and oral business communication to develop process and theory skills including writing, speaking, listening, business meetings, teamwork, presentations, and cross-cultural communication. Students write standard business letters and deliver oral and written presentations and reports. Management concepts of business ethics and problem analysis are integrated with communication process and theory." (UWG Undergraduate Catalog, 2011-12.)

Assessments of Current Practices

A formal assessment process for all BBA degree learning goals has been in place for the past six years. The communication goal has been assessed at least once each year, and results are reviewed by both the faculty teaching the course and by the RCOB Undergraduate Programs Committee. A multi-point rubric is used, and each student is graded by an independent master's level individual. The most recent assessment in Fall 2010 found that 98% of students with met or exceeded expectations for written communications.

Results over time have indicated that, for the most part, students understand the basics of good communication. For any weak areas that are identified, the instructors of the course have adjusted the curriculum, pedagogy and evaluation methods in an effort to improve the outcomes.

New Practices

Beginning in the Spring 2010 semester, the assessment for the learning goal on effective communication skills was divided into two separate parts, oral communication skills and written communication skills, and each are was assessed and evaluated independently from the other. The evaluation rubric was revised to reflect the more rigorous examination of the two areas, and more intensive review and instruction, including multiple draft reviews by the instructors, were the focus of this course.

Intended Outcomes

Although students did quite well on the communications assessments, the instructors for the course anticipate the following outcomes improvements from the assessment or recommended the following tasks/assignments:

1. Provide additional editing assignments for individual student practice.
2. Provide additional proofreading assignments for team/individual student practice.
3. Require writing assignments in other business courses.

Assessment

Assessments will continue to be done in the ABED 3100 courses on a two-year cycle to evaluate students' skill levels. All sections of the ABED 3100 courses will be assessed, as well as department –specific courses, if applicable, in the various business areas. Include the rubric or measurement used to assess the effectiveness of new or replacement practices.

Budget

No additional costs are anticipated at this time.

Student: _____ ABED 3100 Section_____
Instructor_____

	1	2	3	4
Parts of the Letter	Poor form; poor organization – no parts of the letter are present.	Fair form and organization; 2 parts of letter are present – return address, inside address, body, closing, salutation, signature.	Good form and organization; 4 parts of letter are present – return address, inside address, body, closing, salutation, signature.	Excellent form and organization; all 6 parts of letter are present – return address, inside address, body, closing, salutation, signature.
Clarity of Writing	Sentences are unclear and incoherent.	Some sentences are incoherent and unclear.	Majority of sentences are coherent and clear.	All sentences are coherent and clear.
Grammar, Mechanics, & Spelling	5+ misspelled words, poor grammar and mechanics.	3 – 4 misspelled words, fair grammar and mechanics.	1 – 2 misspelled words; good grammar and mechanics.	No misspelled words; excellent grammar and mechanics.
Formatting, Placement & Spacing	Major formatting; +5 errors vertical or horizontal, spacing between parts, words.	Minor formatting; 3-4 errors vertical or horizontal, spacing between parts, words.	Good formatting; 1-2 errors vertical or horizontal, spacing between parts, words.	Excellent formatting; no errors vertical or horizontal, spacing between parts, words.

4.b.vi. School of Nursing

Overview and Definitions

The UWG School of Nursing (SON) defines discipline specific writing (DSW) as:

… writing which reflects evidence based literature related to health care and professional nursing concepts and ultimately enables the writer to assume membership in the profession of nursing. (Based on work by Carter & Rukholm, 2008, p. 134).

This definition was created by a SON standing committee, Sustaining a Caring Curriculum Committee (SCCC) and later approved by the SON Faculty. Undergraduate students serve on the SCCC. The SON is currently revising the undergraduate BSN program and will be finalizing all decisions about specific writing activities spring semester. SON faculty and students will have input into these plans. After final course development, DSW information will be available to all faculty – full-time and part-time- and all students in the Faculty and Student Handbooks.

Overview of current practices

A major skill necessary to be competent registered nurses is the ability to communicate clearly verbally and in writing. Discipline specific writing in nursing includes technical writing, personal writing and scholarly writing. Technical writing occurs most often in the clinical arena. This writing documents moment-to-moment nursing care, patient status and interventions that are routine as well as emergent. This written communication may or may not adhere to the usual rules of standard English. For example, most entries in a patient's chart may not have a noun because it is assumed that all the documentation is about the patient.

Personal writing includes reflective journaling, telling stories, and sharing feelings, thoughts, reactions and exploration of ethical and value conflicts in health care. This writing may include creative writing such as poetry and essays. This writing also may or may not conform to the rules of standard English. However, if the writing is for publication or distribution to other professionals, rules of standard English are applicable.

Scholarly writing is writing which supports and extends the knowledge of nursing. This writing includes critiques of research and current writing, summaries of literature reviews, patient case studies, and other forms of scientific writing.

The SON presently, and for some years, has emphasized discipline specific writing in most courses. Technical writing is included in all clinical courses as students provide nursing care in hospitals, communities, and other health care settings. It is an integral part of evaluation of students' skills in communication and collaboration. Standards are identified and students are expected to meet specific standards in order to progress in the program.

Personal writing, such as, reflective private journaling and reflective group discussions is included in several courses (Professional Nursing Practice, NURS 3135, Mental Health Nursing Practice, NURS 3235). Students also have opportunities to write specific nurse-patient oriented projects such as IPR (Interpersonal Record) in Mental Health Nursing Practice, NURS 3235. Technical writing skill is used when students document health assessments in NURS 3172, the Health Assessment Course and in all courses with required clinical credit hours.

Scholarly writing is introduced early in the curriculum in Professional Concepts, NURS 3122, a beginning course in the nursing curriculum. Students complete a formal paper, using APA format, to discuss and identify nursing implications of nursing theorists. In NURS 3222, Translating Research into Practice, students complete a beginning critique of a selected nursing research article. Students also produce a poster presentation related to the identification of an evidenced based nursing recommendation.

Students in Community Health Nursing Practice, NURS 4345, write a Community Health Project Paper, which is considered a scholarly paper. In the final nursing course, NURS 4422, Senior Seminar, students write a position paper on a current issue in professional nursing. Student must identify pros and cons of the issue, review appropriate literature, and make recommendations about resolving the issue, if applicable. In this paper, students must articulate and provide a rationale for their particular stand on the issue. In previous years, students completed book reports about personal illness experiences and were encouraged to write a poem about the book, write an alternate ending, or write as one of the characters described in the book.

Assessment of current practices

The SON has a detailed plan of evaluation for all learning outcomes of the curriculum. These plans include end of program evaluations completed by students, evaluations completed by employers of UWG graduates, anecdotal feedback from graduates in graduate nursing programs, and feedback from UWG graduates enrolled in the MSN program. Graduates frequently comment that they feel very prepared for graduate work and are comfortable with writing in APA format (a requirement in most graduate nursing programs). Student feedback is also obtained in end of course evaluations and during annual student advisory evaluations sessions.

Routinely, every required written assignment is published on line in course materials. Guidelines for the written assignment are included and usually a copy of the grading rubric is also published. Faculty encourage students to use the resources of the UWG Writing Center and other online resources as needed.

Each instructor designs his/her grading rubric which usually includes a section related to the evaluation of proper use of grammar, punctuation, organization, APA format documentation and writing style. In some courses, students are allowed to submit a draft before the final

paper. This strategy, while being extremely helpful to students, is also extremely time-consuming for faculty.

The data from graduate surveys and employer surveys are available in the School of Nursing, Data support the notion the graduate are able to communicate effectively, both verbally and in writing.

New practices

Faculty in the SON are currently involved in a major "re-visioning" of the nursing curriculum. This revision is intended to design a curriculum to meet stated outcomes and expected competencies identified by the Institute of Medicine (IOM), CCNE (Commission of Collegiate Nursing Education) and other sources of standards designed to prepare graduate to function competently and compassionately in a quickly changing, high stress, health care environment.

One of the goals of the new curriculum is that graduates will be able to "communicate and collaborate effectively within inter-professional teams using technology and information systems to improve health outcomes and healthcare systems." Four courses in the new curriculum have been designated as "writing classes", i.e., courses which will emphasize the scholarly portion of DSW. These courses are NURS 3101, Professional Nursing Concepts I, NURS 3400, Nursing Research and Evidenced Based Practice, NURS 4300, Clinical Specialty Practice, and NURS 4102, Professional Nursing Concepts IV. One assignment being considered is the completion of a Senior Thesis paper in the last semester of the program. Faculty have been divided into teams and are currently exploring and identifying other specific writing assignments during spring semester, 2012 as course development is finalized.

One of the major problems identified by faculty is teaching students how to write in a scholarly manner and in standard English. The student population in the SON is extremely diverse and includes traditional college students, non-traditional students and many students for whom English is a second language. The SON has two off campus sites for undergraduate students – Newnan and Rome. Students attending these programs have limited access to support programs such as the UWG Writing Center. Additionally, students have commented that the support from the writing center is frequently not helpful.

Faculty are considering several suggestions to assist students in developing needed writing skills. All students admitted to the traditional BSN program must complete the TEAS (Test of Essential Academic Skills). This test includes scores in reading and grammar and may assist in identifying students with specific needs in writing. Students admitted to the RN-BSN/MSN program (students who are registered nurses with associate degrees) do not take this test. Faculty discussed a study to determine the reading and writing skill levels of these students as a way to provide additional assistance. Assistance being considered includes use of electronic tutoring services, such as Smarthinking©, collaborating with other departments/schools to offer a "boot camp" for writing prior to enrollment and/or integrating more scholarly writing assignments in clinical courses where faculty to student ratios are lower.

The diverse student population in the SON is both a blessing and a curse. The blessing is the richness of experiences these students have and are willing to share with classmates. The curse is the extremely limited academic support designed specifically for English Language Learners or ESL students. Faculty and students are frequently frustrated with the problems related to thinking in one language and writing in another. Currently, the faculty are exploring online resources specifically for non-traditional and ESL students such as Smarthinking© and Turnitin©. Both of these programs appear to offer substantial academic support in a variety of areas including writing as well as assistance especially tailored for ESL students. Students enrolled in courses offered through Distance Education can use Smarthinking © without expense, while students not enrolled in DE courses must pay. Some faculty plan to incorporate this electronic program in course requirements as early as Spring, 2012. Provision of such resources is an expense that must be considered at the School level as well as the University (and even BOR) level. It seems somewhat incongruent that such limited academic services are available in a University that espouses cultural diversity and "educational excellence in a personal environment".

Since the SON is currently in the midst of curriculum revisions, final plans, rubrics, etc. are "in process". The new curriculum will be implemented for students admitted in Summer session, 2012.

Intended outcomes

The curriculum committee has identified the following outcomes for discipline specific writing in the SON:

- students will demonstrate ability to write a scholarly level paper documented in APA style
- students will demonstrate ability to effectively communicate electronically and in discipline specific writing within the healthcare system

Assessment

Specifically, data will be collected as students progress through the program and complete written assignments at acceptable levels. This ability to write clearly and in standard English will be necessary to continue progression in the program. Faculty are considering a capstone writing assignment for the last semester in the program. This assignment would be critical in determining students' ability to meet the stated objectives.

Generally, students' ability to write would be evaluated at time of graduation with end of program questionnaires and subsequent completion of employers evaluations. The number of published manuscripts by undergraduate student would be collected as well as other presentations such as posters, and papers read at meetings.

The SON has a specific committee to collect and evaluate data related to all learning activities and program outcomes. The committee meets regularly and reports annually to the Faculty of the SON. Faculty in specific courses will be responsible for assessing writing ability throughout the curriculum.

Rubrics or Measurements

The SON TPE (Total Plan of Evaluation) includes the guidelines for the evaluation of all program outcomes. In addition to internal evaluation of students' skills, all students in the traditional program must pass NCLEX-RN – the national licensing exam for registered nurses. This external evaluation provides data about students' ability to function in a safe manner in the healthcare arena. The expected goal, established by the Georgia Board of Nursing, is that 80% of first time takers will pass. The SON goal is that 100% of graduates will be licensed within a year of graduation.

Budget

The School of Nursing does not anticipate needing additional faculty funds to provide courses needed for the QEP. However funds for the "bootcamp" experience may be needed later; the School of Nursing reserves the right to allocate or request additional funds as needed to meet the QEP requirements.

Carter, L.M. & Rukholm. (2008). A study of critical thinking teacher-student interaction, and discipline-specific writing in an online educational setting for registered nurses. *Journal Of Continuing Education In Nursing* , 39, 133-138. doi: 10.3928/00220124-20080301-03

4.c. Support Services

In addition to each college/school preparing a plan to increase students' ability to apply writing to discipline-specific communication, support areas also prepared plans as to how they would provide support for this initiative. Their plans comprise the next section of this document

4.c.i. Library

According to the latest Association of College & Research Libraries Standards for Libraries in Higher Education (2011), "libraries must demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education." Current concerns in higher education include "[the] expectation for outcomes-based assessment of learning and programs [and] efforts to increase graduation rates...and the importance of pedagogical practices such as research and inquiry-based learning." (Association of College & Research Libraries, 2011)

Ingram Library's Mission has always included support of institutional goals, and therefore it goes without saying that we enthusiastically endorse the University of West Georgia's Quality Enhancement goals: to improve students' ability to write in standard English and apply writing to discipline-specific communication. The Library is deeply committed to this effort, because proficiency in standard English is a foundational skill without which UWG students cannot effectively and efficiently utilize library resources. First, most of the resources the Library owns are written in standard English, including books, periodicals and online databases, and second, a student's ability to compose an effective search strategy which will extract from our databases the kinds of document citations needed in order to complete academic projects, is rooted in his/her knowledge of vocabulary appropriate to the specific discipline within which s/he is seeking information. Furthermore, many studies have demonstrated that that the act of reading itself--because it exposes the reader to work written in standard English--helps the reader improve his/her vocabulary and grammar knowledge; throughout our history, we have provided recreational reading in addition to curriculum-appropriate materials.

The ability to use standard English is already key factor in all of library services. Specific ways we can highlight QEP goals in each area include:

- Reference Services: develop, display and publicize a new and prominent collection of excellent examples of good student writing to which students can refer (both in print and online) and use interactions at the reference desk to promote use of standard English. This collection will also include collections of essays written by professionals, books on the craft of writing and writing style guides such as "Elements of Style." Librarians have many opportunities to encourage appropriate use of language while teaching students how to search for library materials. Student workers who help library users locate basic materials can receive training to emphasize the importance of using standard English to find sources, which benefits the student employees as well as the students they are helping.

- Library Space: privilege the use of collaborative spaces on the renovated 1st floor by students working with tutors and faculty members, and commit ourselves to modeling good writing by ensuring that ALL signage, memos, publications and communications from Library are written in standard English. The library's recent renovation was designed to create space for the way students learn. In addition to the collaborative spaces on the first and second floor, the third floor provides quiet space where students can work individually, providing a place for them to think, reflect, and write. As Ingram's new spaces evolve, possible projects include having students from the English and Art departments select quotes about writing to place creatively and strategically on walls and in display areas throughout the building.

- Outreach: continue to offer and increase number of (but market more aggressively) Library programs and speakers, providing students with more opportunities to hear standard English and engage in discipline-specific academic discourse (e.g. the Social Sciences lecture series, Melson Society events such as the Civil War reading series, the recent George Washington exhibit, etc.) Faculty Showcase: twice a year, invite faculty to the Library to give presentations for students on their current research. We will also continue to schedule and actively promote activities related to writing, such as National Novel Writing Month (http://www.nanowrimo.org/), which we sponsored with the Writing Center. [BUDGET for Faculty Showcase events: $250 for refreshments x 2 events = $500 + $200 for publicity materials = $700.00 total]

- Special Collections: focus on discipline-specific writing and finding aids. While some primary sources are not written or recorded in standard English, all finding aids are, so appropriate use of language will continue to be emphasized here, as well as in Reference Services, when students and researchers search for and use Special Collections materials.

- Instructional Services (IS): in all classes, credit and non-credit, continue to emphasize the necessity of using standard English and discipline-specific vocabulary to be successful in finding appropriate materials. The library's Academic Research and the Library course (LIBR1101) addresses discipline-specific sources and citation styles and typically includes a great deal of writing and reflection as part of the research process, providing plenty of opportunity for emphasis on using appropriate language. IS is currently reviewing and updating the content of this course, so there is opportunity for creating a specific learning outcome related to writing in our course objectives. In addition, IS provides research workshops in other classes. Our freshman and sophomore-level workshops depend on students' use of standard English in order to successfully search and find materials and resources, and junior and senior level classes benefit from students' understanding and ability to use discipline-specific vocabulary. The QEP's focus on use of language across campus will naturally enhance these workshops and their learning outcomes, and librarians will emphasize the importance of using standard English and discipline-specific language in each workshop taught.

While all areas and services of the library provide specific opportunities for contributing to QEP goals, there are also many opportunities for collaborative projects within and outside of the library to further enhance the QEP. Some possible ways to do this include:

- Highlight student success: recognize outstanding student research and writing projects including (as other libraries have successfully done) creating a Library-sponsored award for the best researched paper or project in events like Research Day, Big Night, and Honors Convocation. This work could be highlighted in the library and on the library's website and add to our collection of samples of good student writing. [BUDGET for Student Research Award: $100 1st Place + $50 2nd Place = $150 annually]

- Bring "Readers Advisory" activities into our array of services: encourage recreational and general interest reading, and the habit of lifelong learning, by reviving the "Recommended by Faculty & Staff" book displays; pointing out excellent recent articles on timely topics on the Library's blog and Facebook page; and spotlighting faculty publications. These will serve as models for good writing as well as help students generate ideas for their own writing assignments.

- Begin a "readers blog," providing a venue through which faculty and students can share ideas on things they are currently reading. Solicit the help of Student Government and/or other student organizations to manage one or more student-led book clubs to meet in the Library.

The goals of the QEP provide many opportunities for Ingram Library to contribute to the success of our students, to cultivate the beneficial effects of reading in their lives, and facilitate our own long-term goal of working more collaboratively with other campus units. Clearly, many of the library's normal activities and programming will be enhanced by focusing on the QEP, and we will almost certainly think of even more ways to support it as the implementation of the Plan unfolds.

References

Association of College & Research Libraries. (2011). Standards for Libraries in Higher Education. Retrieved from http://www.ala.org/acrl/standards/standardslibraries

4.c.ii.Honors College and Transdisciplinary Programs

All of the areas in our college are fully committed to the University's Quality Enhancement goal to improve students' ability to write in standard English and then apply writing to discipline specific community.

For the Honors College, which includes the Advanced Academy of Georgia, proficiency in standard English is fundamentally necessary for all Honors students, as a student's writing ability is directly related to many of the core philosophies of Honors education in general, and more specifically is also essential to several of the Learning Outcomes that we have for all Honors courses. The National Collegiate Honors Council identifies fourteen core philosophies of Honors education: Academic Excellence, Challenge, Rigor, Risk, Creativity, Innovation, Interdisciplinarity, Community, Leadership, Reflection, Motivation, Curiosity, Integrity, and Service (nchchonors.org). Proficient writing is integral to successful integration and achievement of many of these core philosophies in an Honors learning experience. Additionally, the Honors College has five learning outcomes that are incorporated into our Honors courses:

1. Students will demonstrate the ability to examine topics and issues from diverse perspectives.
2. Students will demonstrate the ability to engage in higher order abstract, creative and critical thinking.
3. Students will demonstrate the ability to explore, and if feasible, experiment with possible applications of their learning toward the solution of "real world" problems.
4. Students will demonstrate the ability to explore and conduct discipline-specific independent research and creative activities using a variety of resources.
5. Students will demonstrate superior oral and written communication skills.

Again, proficient writing is fundamental to the effective execution of these learning objectives in our courses. This is because proficient writing must be achieved before students can be successfully engaged in learning experiences of a higher order. This definition was created by the subcommittee on the Honors College and Transdisciplinary Programs' support services based on the foundations of Honors education both nationally and at UWG, and the basic tenants of interdisciplinary studies. The work of the subcommittee was conducted by Dr. Michael Hester (Dean), Ms. Melanie Hildebrandt (Director of Undergraduate Research), Ms. Christie Williams (Interim Director of the AAG), Ms. Laura Lamb (Associate Director of the AAG), Dr. Aran MacKinnon (Director, Center for Interdiscplinary Studies), and Ms. Sylvia Shortt (Associate Director of International Programs). As this definition was developed by the subcommittee, each member shared the definition and our unit's direction with other faculty and staff in our academic area. However, as we are currently in the draft phase of our QEP initiative, our students are not yet fully aware of this definition.

Overview of Current Practices

The Honors College and Advanced Academy of Georgia are designed for highly motivated students who have demonstrated superior academic achievement and express a desire to continue on that path. Honors students become immersed in a learning community, where they are expected to be actively engaged in an on-going, interactive learning process with like-minded faculty and peers, both in and out of the classroom. The Honors College offers a distinctive curriculum featuring three types of courses- special sections of courses required in the core curriculum, junior and senior seminars, and honors contracts, which are extensions of regular courses. As these courses are designed to offer more opportunities for research in preparation for graduate or professional school, they are more challenging and they do place more responsibility on the individual student, which means that proficient writing is even more critical for students in these courses.

The Center for Interdisciplinary Studies, in conjunction with the College of Arts and Humanities, the College of Science and Mathematics, and the College of Social Sciences, offers students opportunities to enroll in a variety of interdisciplinary options, including single courses combining more than on discipline and two or more courses from different departments linked together by their focus on common themes as well as major and minor programs.

The International Services and Programs Office provides assistance for international students at UWG, advise UWG students about study abroad opportunities, and support the international activities of UWG Faculty.

Current Practices

Based on the expected Learning Outcomes for Honors courses, discipline-specific communication is an integral component to every Honors course. However, the current teaching practices will vary among Honors courses, as we offer Honors courses in all of the other colleges at UWG, and many of the departments. Thus, the specific practices will depend on the college and department that are offering a particular Honors course.

Additionally, when students and faculty agree on an Honors contract for a regular course, the additional required work is typically a research paper, an extension of a paper, or some type of written critique or analysis of previous work in that discipline. These Honors contract assignments provide the students with one-to-one mentoring relationships with their professors where they are actively engaged in improving their research and writing abilities.

Since Honors courses are offered in many other academic departments and colleges, there are varying teaching methods used that are department or college specific. Most Honors courses are core classes and so are typically completed by freshmen and sophomore Honors students. However, we also offer a few upper division seminar Honors courses each year, which are typically completed by junior and senior Honors students who are completing requirements

specific to their major. As for the Honors contracts, with a few exceptions in core classes, these can be completed at any point in a student's curriculum.

Assessments of Current Practices

Student evaluations of Honors courses have been consistently positive and grades earned in these courses have consistently been high. Additionally, we have received at least forty Honors Thesis Papers each year from graduating Honors students and these papers have uniformly been extremely well written. And lastly, Honors students at UWG have a high acceptance rate of their research to state and national conferences, and work of this caliber could not be successfully completed without strong writing abilities.

Student evaluations for all Honors courses, a review of grades earned in those courses, and our students' acceptance percentages to state and national research conferences are all used to asses current practices. Individual faculty, sometimes based on their department's guidance, establish their own rubric for the Honors courses they teach.

Grades earned in Honors courses since Fall 2005 have consistently been a C average or higher. The percentage of grades earned that are a C average or higher has ranged from 81.1% to 87.7%. Since 2000, UWG has had more research projects accepted for presentation at the National Collegiate Honors Council Conference than any other institution in the nation. Additionally, in the past five years UWG has averaged an 80% acceptance rate of our students' research to the National Conference for Undergraduate Research.

New Practices

In order to enhance the quality of students' writing ability we plan to implement the following:

1. Encourage all Honors faculty to include rigorous writing assignments and set high expectations for those assignments.
2. Create more specific rubric to be included in all course syllabi for Honors classes.
3. Establish a more rigorous set of guidelines for the Honors Thesis that all students must submit in order to complete the Honors College graduation requirements.

As of yet, we have not found any ineffective practices that will be eliminated. However, we plan to review, in conjunction with the English department, our criteria for allowing students to enroll directly in a section of Honors Literature without yet completing the pre-requisites of ENGL 1101 and ENGL 1102. Upon completion of this review, we will determine if our current policy is effective or if adjustments are needed. We will implement the new practices both in courses and outside of class.

Intended Outcomes

As the learning outcomes for Honors courses already incorporate the necessity of proficient writing skills, it does not seem necessary to change our outcomes at this time.

Assessment

We will compare the course syllabi to those previously used to determine if faculty are incorporating more rigorous writing assignments in their Honors courses and adhering to the newly established rubric for Honors courses. We will also analyze the student course evaluations for those courses that have included these types of assignments and new rubric. Additionally, we will evaluate all Honors Thesis papers on the newly established guidelines and determine if our students and their writing ability are able to meet the new, higher standards. These data will be collected by staff of the Honors College. The course syllabi will be collected at the beginning of each semester and the student evaluations and thesis papers will be collected at the end of each semester.

Rubrics or Measurements

RPG data collected from other colleges will be analyzed with a focus on Honors students majoring in programs in those colleges.

Budget

If we determine that the Honors Literature option benefits our students and their writing, then we will need additional funds to offer more Honors literature courses each year. We currently pay departments $2,500 for each Honors course and due to limitations of our current budget we cannot offer enough of these courses for all of our qualified students to participate in this option.

4.c.iii. Extended Learning

In order to support the goals and activities articulated in the university's plan, a QEP sub-committee on Extended Learning's support services was formed to review current applicable services and make suggestions for enhancements. Extended Learning includes a team that provides supplemental support to those involved in online and off-campus instruction (the Distance and Distributed Education Center), as well as staff and resources dedicated to the support of the UWG Newnan Center and those involved in the administration of the University System of Georgia's online eCore program.

Select faculty, administrators, and students participated on this sub-committee by brainstorming ideas on a shared online wiki and via email, from early November through mid-December 2011 (http://deqep.wiki.westga.edu/Instructions). The committee met in late December to review a first draft. A list of sub-committee members is available online (http://deqep.wiki.westga.edu/Members). In addition, the members consulted with individuals representing other support units across campus, in order to discuss the possibility of collaborating to deliver new services in support of the QEP outcomes.

Overview of Current Practices

The Distance and Distributed Education (DDEC) is a centralized unit that provides administrative support to technology-enhanced, hybrid, online, and off-campus instruction across the disciplines at UWG. The UWG Newnan Center staff is specifically dedicated to the success of those attending at the campus' only off-campus center, while UWG eCore students and faculty also receive additional support services on top of those provided by each affiliate campus.

Extended Learning teams work together with units across campus to provided stakeholders a wealth of technology tools, professional development opportunities, support services, and assessments that work to enhance writing across the curriculum. In addition to the multitude of traditional face-to-face campus-based services such as those provided by the UWG Writing Center (http://www.westga.edu/writing/) and the EXCEL Center for Academic Success (http://www.westga.edu/excel/), the UWG Online Student Guide provides a comprehensive look at student services for online students (http://uwgonline.westga.edu/distance/index_18244.php). A comparison chart of supplemental services available to off-campus, Newnan Center, or eCore students is also provided(http://uwgonline.westga.edu/assetsDept/distance/student_services.pdf).

Current Practices

1. A campus learning management system that includes a robust online discussion board tool, as well as email, announcement, online grading, chat tools, a whiteboard, assessments, and other tools (currently powered by Blackboard 9.1). Specifically, the online Discussion Board allows for asynchronous written exchange in an online threaded format, journaling, peer-review, or a blog format whereby students may comment on

one another's work. The Assignments tool allows for students to submit their essays or papers, with multiple drafts and peer review, if the instructor allows (http://westga.view.usg.edu).

2. A campus-wide wiki tool (powered by Wikispaces). The wiki allows students and instructors to easily collaborate virtually on singular written documents or a comprehensive website. The tool can also be used for journaling and student portfolios (http://www.wiki.westga.edu/).

3. Campus-wide tools to make synchronous virtual consultations, troubleshooting, and tutoring possible. For example, Wimba Live Classroom (soon to be called Blackboard Collaborate) and Wimba Pronto (soon to be Blackboard IM) allow participants to see one-another's computer screen, review presentations or papers in real-time, have discussions via audio over IP or phone-bridges, alternate presenters on-the-fly, share video, all with the capability to use whiteboard and virtual mark-up tools. In addition to individual instructors who often use the tools for virtual office hours and synchronous instruction, multiple units on campus use these tools for tutoring. These users range from academic support departments like the EXCEL Center for Academic Success (http://www.westga.edu/excel/index_7316.php to individual programs like the Computer Science Department http://www.cs.westga.edu/csx/).

4. For fully online students, including those enrolled in eCore courses, 24/7 virtual tutoring and a writing center option are provided via Smarthinking's hosted services. Smarthinking provides tutoring in a host of subjects, including but not limited to Bilingual Math, Reading, and Writing. Writing support is available through Smarthinking's Online Writing Lab and through live tutoring. The Online Writing Lab provides asynchronous support for students to receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, personal statement, cover letter, resume, or creative work. Live writing tutors are also available on-demand, for pre-scheduled sessions, or for asynchronous question submission. Essays or questions that are submitted are returned within 24 hours. Live tutors are available to assist students with specific writing questions such as pre-writing techniques, research strategies, documentation, and grammar and mechanics. For both options, English for Speakers of Other Languages (ESL) writing specialists are also available. Smarthinking's academic resources include a comprehensive Writer's Guide and ESL Writer's Guide, as well. Smarthinking part-time tutors include active college faculty, retired faculty, and adjuncts of which 90% have a Master's or Ph.D. in the discipline they tutor. The remaining 10% are graduate assistants with teaching experience (http://www.smarthinking.com).

5. For online students enrolled in eCore, Turnitin provides multiple helpful products. Turnitin's originality checker is an online plagiarism-detection service that can be used in a formative assessment to help students learn how to avoid plagiarism and improve their writing. Turnitin's GradeMark can save time and improve an instructor's feedback

through online grading where standard and customized marks appear directly on the student's paper. The new eRater product (now in Beta) works in conjunction with GradeMark, auto-marking grammatical errors. PeerMark can engage students in the writing process by providing structured, anonymous feedback of other student's written work (http://www.turnitin.com).

6. Because UWG is not only an eCore affiliate but also the state-wide administrator for the program, the Extended Learning team has influence over administration of the eCore curriculum that it does not have over other non-eCore curriculum. For online eCore courses, the Extended Learning teams assist in learning outcome assessment and in-depth data analysis directly and indirectly tied the UWG QEP goals. For example, see the eCore Outcomes Assessment Matrix http://ecore.usg.edu/2011_factbook/page63.pdf.

7. Extensive professional development and support is offered via multiple modalities, to help instructors most effectively use all tools and resources provided. Instructor support is offered online, by phone, via instant-messaging/virtual helpdesk and desktop sharing tools, face-to-face, and by webinar. Both local helpdesk and out-sourced 24/hr support is available. Assistance is provided synchronously, either by scheduled events or just-in-time, in group workshops or individual consultations. Asynchronous options include home-grown online tutorials, in addition to hosted professional training materials on a variety of writing and writing assessment tools via Atomic Learning (http://www.atomiclearning.com/highed/browse?page=tutorials).

8. The various UWG Online and eCore student orientation options, and the UWG Newnan website, introduce students to the various support services at their disposal (http://uwgonline.westga.edu/distance/index_17576.php and http://www.westga.edu/newnan/index_13035.php). In addition, the Extended Learning teams communicate services and support tips throughout the year through email listserves, website announcements, various social media outlets, webinars, and face-to-face consultations when possible.

Assessments of Current Practices

There is ample evidence that shows current practices to be effective:

Usage reports, user satisfaction surveys, anecdotal discussions with faculty and students, focus groups, random phone surveys, etc.:
http://distance.westga.edu/distancestats/
http://ecore.usg.edu/2011_factbook/
http://uwgonline.westga.edu/distance/index_18564.php

Data demonstrating that a high percentage of our online eCore students meet or exceed performance on learning objectives related to QEP goals:
http://ecore.usg.edu/2011_factbook/page53.pdf

http://ecore.usg.edu/2011_factbook/page49.pdf

Grade distributions that are comparable to their face-to-face counterparts (http://ecore.usg.edu/2011_factbook/page22.pdf

High Regents Exam pass rates (http://ecore.usg.edu/2011_factbook/page45.pdf)

Retention rates in ENGL Comp I and Comp II that have improved as much as 12% over the last five years (http://ecore.usg.edu/2011_factbook/page20.pdf)

Measures used to assess current practices include learning outcome assessments in eCore courses, anonymous online surveys, focus groups, random phone surveys, and informal discussions with users.

Rubrics used include the eCore Outcomes Assessment Matrix http://ecore.usg.edu/2011_factbook/page63.pdf and multiple online surveys customized for each tool or practice and measuring satisfaction and usage.

Retention rates in ENGL Comp I and Comp II have improved as much as 12% over the last five years (http://ecore.usg.edu/2011_factbook/page20.pdf) and remained comparable in other UWG Online courses over time (http://www.westga.edu/~distance/annrep/retention.htm).

New Practices

In order to enhance the quality of students' ability to write in standard English or apply writing to discipline-specific communication, what new practices does the college/school/area, intend to implement or support?

Faculty development activities will be enhanced to specifically assist faculty in developing and assessing writing activities in their discipline.
Student development activities will be enhanced to assist students in understanding the definition UWG's definition of standard English and expectations in writing at the undergraduate level. This will include self-paced tutorials, information on plagiarism, and writing across the curriculum, to be included in online student orientation resources and online courses.

The committee suggests exploring the possibility of collaborating with others on campus to expand Smarthinking and provide Turnitin to all courses/programs across campus, for all students/instructors regardless of the delivery format or location. Both the Writing Center and the EXCEL Center have expressed willingness to explore these options, in addition to similar alternatives.

Extended Learning will work with others across campus to implement online curriculum changes or assessments, as deemed desirable by the respective units.

Beginning Spring 2012, offer online and F2F, synchronous and asynchronous development activities directly related to a.i. and a.ii above. For faculty, this will mean workshops, one-on-one consults, and a self-paced online module, covering this topic. For students, this will mean online self-paced tutorials. Fall 2012: With the collaborative assistance from others on campus, pilot Smarthinking in undergraduate writing courses. Recruit instructors to do a controlled comparison study of the tools effectiveness. Summer 2012: With the collaborative assistance from others on campus, pilot Turnitin campus-wide. Recruit instructors to do a controlled comparison study of the tools effectiveness.

Intended Outcomes

Faculty will have an increased awareness of how to integrate and assess writing in the online classroom environment. Students will have an increased awareness of how UWG defines students' ability to write standard English, plagiarism, and writing across the curriculum. Online and off-campus undergraduate students enrolled in ENGL Comp I and Comp II will demonstrate an increased ability to (1) write in standard English and (2) apply writing to discipline specific communication. Their ability will be comparable to their face-to-face counterparts.

Assessment

Usage rates and Satisfaction surveys

Comparison studies looking at student's performance on key indicators, as defined by the general QEP plan. For example, for the Smarthinking and Turnitin pilots, one could have specific outcomes-based learning assignments on which to go back and review success rates for students in the classes pre-usage and post-usage. How, when, and by whom will these data be collected? Each term, for a period of 5 years, by the Extended Learning teams and collaborators.

Rubrics or Measurements

Include the rubric or measurement used to assess the effectiveness of new or replacement practices.

To measure: Faculty will have an increased awareness of how to integrate and assess writing in the online classroom environment. We will conduct end of offering surveys and check back with instructors within 6 weeks of completion, to assess whether they effectively implemented anything that they learned.

To measure: Students will have an increased awareness of how UWG defines students' ability to write standard English. Within our LMS, we will ask willing instructors to post our online tutorial and a quiz to assess students' understanding afterwards.

To measure: Online and off-campus undergraduate students enrolled in ENGL Comp I and Comp II will demonstrate an increased ability to (1) write in standard English and (2) apply writing to discipline specific communication. Their ability will be comparable to their face-to-face counterparts. We will work with content experts to develop an acceptable assessment and rubric, to accurately gauge success and be implemented online by willing F2F, hybrid, and online course instructors.

Budget

	Smarthinking (does not include the $12k that the DDEC and eCore already pay annually)	Turnitin	Resources for student and faculty development initiative
2011-2012	$2,500 (pilot)	$26,000	No additional funding
2012-2013	$5,000 (if implemented)	$26,000	No additional funding
2013-2014	$7,000 (growth in usage)	$26,000	No additional funding
2014-2015	$9,000 (growth in usage)	$26,000	No additional funding
2015-2016	$11,000 (growth in usage)	$26,000	No additional funding

5. Summary of Objectives, Budgets and Assessments

The following table provides a summary of all QEP Objectives, budgets and assessment of objectives:

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
1	1	University Writing Center	Continuing to support ENGL 1101 and 1102 students with writing tutorials.	No Additional Budget	Departmental Annual Reports	Existing Student Support
2	2	University Writing Center	Adding staff, including graduate students from various disciplines capable of addressing DSW issues.	No Additional Budget	Increase in number and diversity of staff	New Student Support
3	2	University Writing Center	Offering Writing Workshops for various disciplines.	No Additional Budget	Number of writing workshops	New Faculty Development
4	2	University Writing Center	Providing faculty support to incorporate and address writing in their courses.	No Additional Budget	Number of faculty support consultations	New Faculty Development
5	1,2	University Writing Center	Offering instructors and tutors training in ESL foundations/methods to address the needs of a growing segment of our students' population, especially in Nursing.	No Additional Budget	Number of faculty support consultations	New Faculty Development
6	1,2	University Writing Center	Bringing speakers to campus from local businesses and professions to discuss why proficiency in writing matters in the workplace.	No Additional Budget	Number of speakers	New Faculty Development
7	1	First Year Writing	Incoming freshmen identified as "at risk" for failure in ENGL 1101 by verbal scores on the SAT could enroll in a summer program offering a 3 unit, core-credit writing course (XIDS 2100) to address reading, writing and related deficiencies in preparation for ENGL 1101. This course would allow these students to develop skills necessary for success in First Year Writing. Special sections of this Bridge Program would address the particular needs of ESL populations.	$160,100/ year (off set by additional revenue after first year)	Number of students enrolled and course embedded assessments	New Student Program
8	1	First Year Writing	Summer freshman orientation should include a substantive presentation of the QEP as an initiative that addresses the importance of writing competencies in and beyond academia.	No Additional Budget	Inclusion of content in Freshman Orientation	New Student Support

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
9	1	First Year Writing	In addition to its current text-based reading and writing pedagogy, ENGL 1101 will adjust its focus to foreground specific rhetorical strategies to enhance reading comprehension and writing effectiveness. Understanding how and why certain rhetorical modes are employed provides students with opportunities to engage more extensively matters of audience, purpose, genre as well as sentence structure, sentence variation, vocabulary and punctuation. Increase the units in ENGL 1101 and 1102 from 3 to 4 units by adding a lab component.[Area A would increase from 9 to 11 hours]. The lab hour will provide students with an opportunity for focused, supervised revision and editing of their ENGL 1101/1102 writing assignments, stressing those elements defined as essential for standard written English in an academic context. As described above, research clearly indicates that language skills are most effectively mastered when taught in the larger context of specific reading or writing assignments. Revise ENGL 1101 and 1102 learning outcomes to reflect desired competencies in standard written English in an academic context, as defined above.	$372,000	Essay exam administered in ENGL 1102 that would assess standard English writing competency. Assessment would yield a numerical score in rhetorical, grammatical and mechanical categories; students below the minimum score would be advised (required?) to seek remediation by taking Writing Center workshops and/or tutorials.	Restructuring of Core Curriculum

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
10	1	First Year Writing	Implement use of an online grammar and mechanics program like Connect Composition 2.0—a reference work to which all students—beginning with ENGL 1101--would have access. This program offers a diagnostic in grammar and mechanics that, depending upon a student's individual needs, provides a guided tutorial for the student and progress reports for the instructor. This online program would be available for a student's entire UWG career, and thus at any stage instructors across the curriculum can require students to avail themselves of the customized tutorial. A program such as this can provide data over a student's UWG career for assessment purposes.	Cost Estimate needed	Number of uses	New Student Support New Instructional Methods
11	1	Second Year Writing	Reconfigure Area B to include six hours distributed between B.1, Critical Thinking, and B.2, Professional Communication	No additional Budget Required	Change in core area B Courses and Learning Outcomes	Restructuring of Core Curriculum
12	1	Second Year Writing	Require students to take one course designated as "Writing Intensive" in either Area C or E. These "Writing Intensive" courses will not be new courses, but reconfigured *versions* of courses that already exist in these Core areas. Like the former "WAC" courses, these reconfigured courses will incorporate various types of writing assignments and a minimum number of pages of formal student writing as part of their requirements. Faculty wishing to offer writing intensive courses in these core areas would receive support from the University Writing Center in developing effective writing assignments and grading rubrics. Because these are writing intensive courses, the class size of these sections would be reduced.	Costs of CLA Exam – Cost estimate needed	Students take CLA exam to establish baseline score that can be compared to fourth year score.	Restructuring of Core Curriculum

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
10	1,2	College of Arts and Humanities	Reduced enrollment caps, particularly in lower-division courses, so that instructors can assess problems in students' writing as early as possible, assign more writing, and can develop and implement a more extensive drafting/feedback-loop process. Consistent expectations across all disciplines for writing assignments and instruction in lower level classes. The Development and implementation of program rubrics to standardize expectations and assessment. A more effective implementation of DSW writing requirements in the College. Additional editing labs and more workshops. The Creation of online tutorials. More and better communication and collaboration with the University Writing Center, and COAH-wide participation in its work. The hiring (in some departments) of faculty members who are experts in writing pedagogy. A thorough-going assessment of writing instruction and writing assignments in all courses in all departments. Entrance and exit exams for multi-section courses devoted to the teaching of writing. Higher entrance requirements for the student population in general; particular attention should be paid to the writing portion of the SAT exam. If a student has not achieved a basic level of writing competence before entering introductory college courses, s/he proves unable to keep up, master the material, and/or succeed. Having large numbers of unprepared students in any given class also hampers the development of those students who do have a foundation on which to	New tenure track lines, funding for GRAs, and increase in operating budget for funding workshops. Cost Estimate Needed.	The College will continue to collect evidence as it has done in the past: anthologies, student publications, data from individual courses each semester, results from external exams, and some departments will develop a portfolio system in order to demonstrate progress from first through fourth/fifth year. The College will consider instituting entry/exit writing assessments for classes, constellations of classes, and degree programs.	New Student Support New Instructional Methods

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
11	2	College of Education	In order to enhance the quality of students' ability to write in standard English or apply writing to discipline-specific communication, what new practices does the college/school/area, intend to implement or support? In order to enhance students' ability to write in standard English, we are in the process of implementing the following: Requiring the inclusion of the College definition of writing in Standard English on every syllabus; Encouraging all faculty to set high writing expectations for all assignments; Implementing a new data management system across the College so that writing proficiency can be more easily analyzed and tracked over time; Creating a more specific rubric for our Clinical Experience writing component; Using our mid-point program assessments as a benchmark for identifying students who still need support for better writing and requiring them to use campus resources (e.g., the Writing Center). Providing an online writing resource, such as "Smart Thinking"; Create a college guideline related to plagiarism, which includes both a formative teaching component and consequences;	$65,000/year	Data will be collected on every COE student at entrance to the program, within courses that are identified as including a "Key Assessment," and at program exit. At these key points, faculty members will rate students' ability to use standard English on a four-point scale from 1 = unacceptable to 4 = exemplary	New Instructional Methods

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
12	2	College of Science and Mathematics	College-wide and discipline-specific standards will be developed for student writing and these standards will be applied to DSW-designated courses. Such designations will be approved both at the department level and by the curriculum committee of the college in order to be sure that the courses adhere to the above-mentioned standards. Rubrics will be developed (see 7(a)) to aid instructors in evaluating students' writing and providing feedback. DSW-designated courses will be divided into two categories, those designated as permanently DSW and those receiving a one-time DSW designation. Both types will go through the same approval process, but courses designated as permanent will not be required to seek approval each time they are offered unless the instructor wishes to make substantive changes to the types of writing assignments in the course and/or the way in which they are evaluated.	No additional Budget is Required	What evidence will be collected that will identify if these new or replacement practices are effective? Feedback from faculty in the form of comments and grades on assignments will be used to determine whether the students are gaining the necessary writing skill. How, when, and by whom will these data be collected? Data will be collected by faculty teaching DSW courses and compiled by the individual departments.	New Instructional Methods

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
13	2	College of Social Sciences	Having discarded the previous writing across the curriculum/discipline specific writing program, COSS proposes to convene a faculty committee to examine ways to implement a program that will improve student writing in accordance with the current definition. In order to enhance the quality of students' ability to write in standard English or apply writing to discipline-specific communication, COSS will implement a new program, created with faculty input. This will be completed by the end of the Spring 2012 academic term. Having found that previous practices were not proven to enhance student writing, we have already discarded these previous practices. In general, we intend to implement new practices within courses. Student outcomes and course requirements will be examined by the faculty committee, however, and some practices and requirements may need to be approved by COSS's Faculty Council and forwarded to the University's Faculty Senate. Data points will be identified, and data will be collected by each department and submitted to the Dean's office on a schedule to be determined by the faculty committee convened to examine and create a QEP implementation plan. At this time, having no concrete plan, we have no concrete budget. However, we plan to implement this process within already-existing programs and courses, and do not anticipate much of an associated cost.	No additional Budget Requested	Once we have a new program in place, we will be able to decide how to assess that new program. One proposal under consideration is to require a minimum of two writing assignments in a required course for each of our majors the data collection point. Every major has at least a capstone experience or "senior seminar" that all majors are required to complete. By requiring at least two writing assignments of type 1 or type 2 (in the definition), professors will be able to assess for improvement between the first and second (and third and so on) for each student.	New Instructional Methods

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
14	2	Richards College of Business	Beginning in the Spring 2010 semester, the assessment for the learning goal on effective communication skills was divided into two separate parts, oral communication skills and written communication skills, and each are was assessed and evaluated independently from the other. The evaluation rubric was revised to reflect the more rigorous examination of the two areas, and more intensive review and instruction, including multiple draft reviews by the instructors, were the focus of this course.	No additional Budget Required	Assessments will continue to be done in the ABED 3100 courses on a two-year cycle to evaluate students' skill levels. All sections of the ABED 3100 courses will be assessed, as well as department – specific courses, if applicable, in the various business areas.	Improved Instructional Methods

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
15	2	School of Nursing	Faculty are considering several suggestions to assist students in developing needed writing skills. All students admitted to the traditional BSN program must complete the TEAS (Test of Essential Academic Skills). This test includes scores in reading and grammar and may assist in identifying students with specific needs in writing. Students admitted to the RN-BSN/MSN program (students who are registered nurses with associate degrees) do not take this test. Faculty discussed a study to determine the reading and writing skill levels of these students as a way to provide additional assistance. Assistance being considered includes use of electronic tutoring services, such as Smarthinking©, collaborating with other departments/schools to offer a "boot camp" for writing prior to enrollment and/or integrating more scholarly writing assignments in clinical courses where faculty to student ratios are lower. Since the SON is currently in the midst of curriculum revisions, final plans, rubrics, etc. are "in process". The new curriculum will be implemented for students admitted in Summer session, 2012.	No additional Funding Required (with the possible exception of a 'boot camp' if this comes to fruition)	The SON TPE (Total Plan of Evaluation) includes the guidelines for the evaluation of all program outcomes. In addition to internal evaluation of students' skills, all students in the traditional program must pass NCLEX-RN – the national licensing exam for registered nurses. This external evaluation provides data about students' ability to function in a safe manner in the healthcare arena. The expected goal, established by the Georgia Board of Nursing, is that 80% of first time takers will pass. The SON goal is that 100% of graduates will be licensed within a year of graduation.	New Instructional Methods

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
16	2	Library	Instructional Services (IS): in all classes, credit and non-credit, continue to emphasize the necessity of using standard English and discipline-specific vocabulary to be successful in finding appropriate materials. The library's Academic Research and the Library course (LIBR1101) addresses discipline-specific sources and citation styles and typically includes a great deal of writing and reflection as part of the research process, providing plenty of opportunity for emphasis on using appropriate language. IS is currently reviewing and updating the content of this course, so there is opportunity for creating a specific learning outcome related to writing in our course objectives. In addition, IS provides research workshops in other classes. Our freshman and sophomore-level workshops depend on students' use of standard English in order to successfully search and find materials and resources, and junior and senior level classes benefit from students' understanding and ability to use discipline-specific vocabulary. The QEP's focus on use of language across campus will naturally enhance these workshops and their learning outcomes, and librarians will emphasize the importance of using standard English and discipline-specific language in each workshop taught.	No Additional Budget Required		New Student Support New Instructional Method
17	2	Honors College and Transdiscliplinary Programs	Increase the number of honors courses available to students	Increase in number of honors stipends. Need Cost Estimate	Need writing assessment for honors courses	Improved Instructional Methods

#	L.O.	Area or Department	Objectives	Budget	Assessment	Objective Type
18		Extended Learning	Faculty development activities will be enhanced to specifically assist faculty in developing and assessing writing activities in their discipline. Student development activities will be enhanced to assist students in understanding the definition UWG's definition of standard English and expectations in writing at the undergraduate level. This will include self-paced tutorials, information on plagiarism, and writing across the curriculum, to be included in online student orientation resources and online courses. The committee suggests exploring the possibility of collaborating with others on campus to expand Smarthinking and provide Turnitin to all courses/programs across campus, for all students/instructors regardless of the delivery format or location. Both the Writing Center and the EXCEL Center have expressed willingness to explore these options, in addition to similar alternatives. Extended Learning will work with others across campus to implement online curriculum changes or assessments, as deemed desirable by the respective units.	$37,000/year	Usage rates Satisfaction surveys Comparison studies looking at student's performance on key indicators, as defined by the general QEP plan. For example, for the Smarthinking and Turnitin pilots, one could have specific outcomes-based learning assignments on which to go back and review success rates for students in the classes pre-usage and post-usage. How, when, and by whom will these data be collected? Each term, for a period of 5 years, by the Extended Learning teams and collaborators	Improved Student Support New Student Support

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To be completed	

Addendum VIII

UWG

PARKING CODE

2012-2013

Parking and Transportation

Row Hall

678-839-6629

http://www.westga.edu/parking

Revised April 2012

I. MOTOR VEHICLE REGISTRATION

All faculty, staff and currently enrolled students, who park on the University of West Georgia Carrollton campus, are required to register with Parking Services. Failure to register a vehicle will result in a citation being issued.

All University of West Georgia Newnan students and students taking online classes that visit the Carrollton campus must have their vehicle registered and display a current University of West Georgia hangtag or follow the visitor parking code found in section E.

A. Registration Procedure

You must come by Parking Services in Row Hall to register your vehicle if you intend to park on campus. Failure to do so will result in ticketing for a non-registered vehicle.

The person registering a vehicle is responsible for all parking violations incurred by that vehicle and/or hangtag/decal, regardless of who is operating the vehicle or to whom the State registered vehicle is registered.

Motorized carts or motorized scooters below engine size of 50 cc. or similar vehicles may not be registered as a personal vehicle. Parking Services may grant, on a case by case basis, permission to register the use of a personal motorized cart for students and employees with mobility impairments.

B. After-Hours Registration

Students who cannot come to Parking Services during regular office hours may go to the lobby of Mail Services (located on the main level of the UCC) to register for their hangtags. The building offers accessibility Monday-Thursday 7:00 a.m. to 2:00 a.m., Friday 7:00 a.m. until 6:30 p.m., Saturday 11:00 a.m. until 6:30 p.m., and Sunday 11:00 a.m. until 2:00 a.m. Registration forms are located in the lobby and must be filled out and placed in the lock box. The registration will be processed and the hangtag will be mailed the following business day to the address on the application.

C. Student Registration

1. Students have the first five (5) class days after the beginning of each semester to register their vehicles. Courtesy warning tickets will be issued the first 5 class days of each semester for vehicles that do not display a current hangtag. Vehicles will still be cited for violations of State Law and restricted parking such as handicap, red curb, yellow curb, faculty/staff and reserved parking.
2. All students including students taking evening classes on the University of West Georgia, Carrollton campus must register their vehicles.
3. Upon vehicle registration, you will be issued a parking hangtag, which must be suspended from the driver's mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle, totally unobstructed. If no mirror is available, the hangtag must be placed face up on the driver

side dash board. The hangtag may be used on any vehicle brought onto campus. Citations are issued to the hangtag and not the vehicle.

4. Student fees for parking are included with class registration fees.
5. Students are limited to one hangtag per academic year. Replacement for a lost hangtag is $15.00.
6. No refunds are allowed.
7. Students employed under the federal student work program or as a student assistant or graduate assistant are not permitted to register their vehicles as faculty/staff.
8. Student workers are NOT allowed to park in faculty/staff until after 5:00 p.m.

D. Employee Registration

1. Employees must register their vehicle immediately following the first contract date of the year or immediately following orientation for new faculty.
2. Upon vehicle registration, you will be issued a parking decal which must be attached on the upper right side of the windshield anytime the vehicle is parked on campus. The decal must face outward from the vehicle, totally unobstructed by the sun shade strip. Citations are issued to the decal and not the vehicle.
3. Employee registration fee is $15.00.
4. Replacement for a lost decal(s) is $15.00.
5. No refunds are allowed.
6. Full-time faculty/staff will be issued a gate access card upon request. This card is not to be loaned to anyone. The card remains the property of UWG and must be returned to Parking Services at the end of employment. The replacement cost for a lost or stolen gate access card is $10.00.
7. Faculty/staff and contract employees cannot receive a decal for a new academic year until all outstanding fines are paid.
8. Spouses and dependents must register their vehicles as students, if enrolled and taking classes on the University of West Georgia campus.

E. Visitor Registration

Visitors should contact Parking Services, Monday through Friday 8:00 a.m.-5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking Permit. Visitors are allowed to park in any area designated for faculty, staff, or student parking. Visitors are not allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation.

F. Persons with Disability

Under Official Code of Georgia section 40-6-226, it is illegal to obtain, alter, or utilize a State-issued Disabled Permit for fraudulent purposes. Violators' vehicle will be cited and towed.

Disabled persons, either temporarily or permanently, must obtain a Handicap Parking Permit from Parking Services if they intend to park in handicap spaces on campus. Persons with disabilities are allowed to park in

student or faculty/staff spaces if handicap spaces are filled. Parking in metered spaces is also allowed, without paying, if handicap spaces are full and there are no available student/faculty/staff spaces in close proximity to one's destination. Parking in service vehicle spaces, reserved spaces, or in any areas that are restricted by UWG signage or state law is not allowed. While parked on campus, student, faculty and staff vehicles must display a current UWG Disabled Parking Permit, as well as any State-issued Disabled Permit, or State-issued Disabled license plate, in addition to their faculty/staff/student hangtag/decal.

1. **Permanent disabilities**

   For long term disabled persons, a special decal is required from Parking Services, which must be affixed to the driver's UWG hangtag or decal.

   Gate cards, that allow access to restricted gated lots, will be issued to individuals that are eligible and granted a disabled parking permit. Gate cards must be returned to Parking Services whenever classes are no longer being taken at UWG or employment is concluded. Failure to return the card will result in a $10.00 charge and a hold placed on their banner account.

2. **Temporarily disabled**

   Permits for temporarily disabled persons may be issued once per semester, for a maximum of thirty (30) days. The driver must present, to Parking Services, a doctor's statement on letterhead, with original signature describing the illness or injury with an ending date as to how long the permit is needed.

   The permit must be displayed in clear view on the front dash of the driver's side of the vehicle. If a permit is needed for a longer period, the individual must obtain an official State-issued temporary permit from the Department of Motor Vehicles.

   Temporarily disabled persons will be issued a parking gate card for the duration of their disability. The card must be returned on the expiration date of their temporary permit. Failure to return the card will result in a $10.00 charge and a hold placed on their UWG Banner account.

3. **Non-Registered disabled**

   A vehicle that is parked in a disabled space with a disabled license plate or disabled hangtag but is not registered in the UWG Parking Office may, depending upon circumstances, receive a warning citation to remind the occupant to register with Parking Services. Further violations will be subject to fines and impoundment as outlined in section V of the parking code.

4. **Visitors with disabilities registration**

   Visitors with disabilities should contact Parking Services, Monday through Friday 8:00 a.m.-5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking Permit. Visitors are allowed to park in handicap spaces, as well as any area designated for faculty, staff or student parking. Visitors are not allowed to park in any area that is designated as tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation.

G. Temporary Parking Permits

If a vehicle that is normally driven to campus is unavailable, the hangtag/decal must be removed and displayed from the mirror or dashboard of the borrowed or rented vehicle.

Should the student, faculty, or staff employee fail to transfer the hangtag, s/he should call Parking Services at

678-839-6629 before or upon arrival to campus and advise the staff that the vehicle will be on campus without a hangtag/decal. After business hours, call 678-839-6629 and follow instructions on the Parking Services voice mail. Citations for non-registered vehicles parked in their correct zone after-hours will be excused if a message is left with Parking Services.

II. PARKING REGULATIONS

Students, Faculty, Staff and Visitors must abide by the parking regulations at all times when on the campus of the University of West Georgia.

A. UWG Definitions

Motorcycle - a motorized 2-wheel vehicle with an engine size of 50 cc. or greater. Certificate of origin must state: "Manufactured for lawful highway use".

Scooter - motorized 2-wheel vehicle with an engine size of less than 50 cc. Certificate of origin will not state: "Manufactured for lawful highway use".

Motorized Cart – a cart-type vehicle that is powered by an electric or internal combustion engine which is generally used to transport people. These include, but are not limited to, golf carts, ATVs, Gators and Polarises.

B. Regulations

1. Motorcycles must park in a regular parking space; the same as an automobile. A special decal will be issued for motorcycles. Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone. Motorcycles are prohibited from driving on sidewalks or around parking control gates.
2. Scooters are allowed to park in bicycle racks on campus.
3. The Parking Code is in effect 24 hours a day, 7 days a week, and 365 days a year.
4. Overnight or extended parking of campers, vans, buses, etc., utilized as living and sleeping quarters within the college boundaries, is not permitted unless approved by the Assistant Vice President of Auxiliary Services.
5. Vehicles can pull through a parking space in all lots.
6. Parking against the flow of traffic on the street is prohibited.
7. Parking meter hours of operation are from 7:00 a.m.-5:00 p.m., Monday - Friday and are available to anyone. However, hangtags/decals must be displayed for currently enrolled students and Faculty/Staff. Meters accept nickels, dimes and quarters only. Time is purchased at the rate of ten cents for ten minutes. Depending upon the meter, the maximum number of minutes which can be purchased is limited regardless of the amount of coins inserted. With the exception of the Bookstore meters, which have a maximum of 40 minutes, meters have a maximum of 30 minutes. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four-hour period.
8. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at **678-839-6629** as soon as possible along with the approximate length of time

before the vehicle will be moved. The owner is liable for all parking citations issued before Parking Services is notified. Time limit for inoperable vehicles on campus is 48 hours. After 48 hours, the vehicle will be towed from campus at the owner's expense.

9. Special parking permissions can be granted by Parking Services for short periods of time for loading and unloading. The maximum length of this time is 15 minutes.
10. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not be left unattended blocking a fire hydrant or traffic flow.
11. Service spaces are limited to use by the Department of Facilities and Grounds, contractors, and service personnel only.
12. Parking is at your own risk. Warning signs are posted. The University does not carry insurance for damage or loss to vehicles or contents. To protect yourself and your property, it is recommended that you:
    a. Do not leave valuable items in your vehicles.
    b. Call University Police (678-839-6000) to report damaged or stolen property.
    c. Pay attention to warning signs, and park away from athletic fields.
13. Motorized Cart Regulations
    a. Purpose - To provide guidance regarding the parking of motorized carts including UTVs, low speed vehicles, golf carts and Gators on the University of West Georgia campus.
    b. Applicability – Applies to the parking of all cart-type vehicles that are powered by electric or internal combustion engines, by University of West Georgia employees, students and University approved contractors on the University of West Georgia Campus.
    c. Allowed Cart Parking:
        1. Parking is permitted in parking lots in accordance with the other sections of this code.
        2. Parking is permitted in cart spaces that have been constructed for this purpose.
    d. Prohibited Cart Parking:
        1. Landscaped and lawn areas.
        2. In front of electrical transformers and other equipment that could require immediate access.
        3. On sidewalks, ramps, and other conveyances that serve pedestrian traffic or serve as a means of egress from a building.
        4. On streets, driveways, and parking lot access points, unless in designated parking spots.
        5. In any location, or in any manner, that would impede emergency responders.
        6 In any location that would impede the normal operations of the campus.

III. IMPOUNDMENT

Motor vehicles in violation of article B, 1-6 below of the Parking Code may be impounded at owner's expense. The vehicle operator/owner is responsible for any wrecker fees and, if applicable, any storage fees except where noted.

A. A release form must be obtained in order to regain possession of an impounded vehicle. The form may be

obtained from Parking Services from 7:30 a.m. to 5:00 p.m., Monday–Friday, or the University Police Dispatch Office, Aycock Hall, from 5 p.m. until 7:30 a.m., on weekends and university holidays.

B. Vehicles may be impounded for any of the following reasons:

1. Non-Registered vehicles having three (3) or more unpaid parking fines are subject to being impounded.
2. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
3. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, unauthorized parking in a handicapped zone, blocking a handicapped ramp or curb cut, or on the grass.
4. Vehicles may be removed in case of emergency or interest of public safety. The University will be responsible for the cost of such towing.
5. When a vehicle is presumed to be abandoned, or in a visible state of disrepair and the owner cannot be contacted, it will be towed after 48 hours.
6. Bicycles or scooters blocking sidewalks or disabled access will be removed and impounded.

IV. PARKING AREA COLOR CODING AND DESIGNATIONS

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

1. **Yellow** - No parking zone anytime. Violators are subject to impoundment.
2. **Red** - Emergency lanes. No parking anytime. Violators are subject to impoundment.
3. **Green** - Faculty/staff parking.
4. **White** - Zoned student parking. See student zoned designation in section C below.
5. **Blue** – Persons with disabilities zone is enforced 24/7. Non- disabled violators are subject to impoundment.
6. **Visitors -** Visitor parking is enforced 24/7. Faculty, staff, and students may not park in visitor spaces at any time. Violators are subject to impoundment.

B. Faculty/Staff parking is in effect from 7:00 a.m. to 5:00 p.m. (unless otherwise designated by signage) on class days and during final examination periods. This is to include fee payment, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students between the hours of 5:00 p.m. to 7:00 a.m.; with the exception of parking reserved 24/7, such as reserved for Deans.

C. Student-Zoned parking is in effect from 7:00 a.m. to 5: 00 p.m. unless designated by code or signage as a 24 hour zone. Exception: The center lot, directly across the street from the Greek village is open parking after 3:00 p.m.

1. Student “E” permits may only park in the 24 hour restricted areas EAST of Foster Street. These areas are designated by signs and include the residential areas of Gunn, Boykin, Downs and Bowdon Halls.
2. Student “W” permits may only park in the 24 hour restricted areas WEST of Brumbelow Road. These areas are designated by signs and include the residential areas of Watson, Strozier Main, Strozier Annex, Tyus Hall, University Suites and Arbor View.
3. Student “S” permits may only park in restricted Commuter lots. Those lots are restricted for commuters

from 7:00 a.m.- 5:00 p.m. After 5:00 p.m., any student zone hangtag may park in the commuter lots. Note: The middle parking lot across from the Greek Village is open parking after 3:00 p.m.

4. Student "G/V" permits may only park in the 24 hour restricted areas of Greek Village Housing.
5. Any registered vehicle may park in all remaining lots and road spaces not designated by a zoned sign.
6. Any student moving from one residence hall or other zoned area to a different zoned area must get a replacement hangtag from Parking Services. There will be NO charge for a replacement hangtag provided the original hangtag is surrendered to Parking Services.
7. Residence Life Coordinators, Residence Directors, and Resident Assistants are issued a special decal to attach to their hangtag, which permits them to park in certain restricted parking spaces identified by signs. These spaces are not to be "loaned" to ANYONE.
8. Loading/Unloading spaces are for residents only with a parking limit of 15 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.

V. PARKING APPEALS

A. Time Limit

All appeals must be made within ten (10) business days of the date of the citation. Failure to do so in the specified time may result in the automatic forfeiture of the right to appeal the parking citation.

B. Appeals Procedure

1. All appeals must be submitted using the form located at the Parking Services website: http://www.bf.westga.edu/Pubsafe/Parking/WebAppeals/
2. REMEMBER: Students, Faculty, and Staff must include their campus email address on the appeal form submitted.
3. Appeals may be submitted through the following:
    a. Online……..http://www.bf.westga.edu/Pubsafe/Parking/WebAppeals/
    b. In-person…….submit to Parking Services office located at Row Hall
    Monday – Friday 8:00 a.m.–5:00 p.m. except holidays
    c. Mail…….Parking Services -
    University of West Georgia
    1601 Maple Street
    Carrollton, GA 30118
    d. Fax……678-839-5504
4. There is no hearing to attend. Therefore, any evidence or documentation must be submitted with the appeal. All evidence available is used in the decision.
5. Be clear in explaining your situation.
6. The following citations and/or explanations cannot be appealed:
    a. Yellow curbs
    b. Fire lane/Red Curb
    c. Fire hydrant
    d. Disabled person parking spaces
    e. Unable to find a space
    f. Lack of knowledge of the regulations, e.g., new to campus or have not reviewed the regulations.
    g. Other vehicles were parked improperly.
    h. Only parking illegally for a short period time
    i. Late to class or appointment
    j. Inability to pay the amount of the fine

k. Meter violations

7. Notification of appeal decisions are made via-email sent to your campus email address.

C. Appeal Judge

1. Appeals will be reviewed and a decision rendered by an administrative Appeal Judge appointed by the Vice President for Business and Finance. The Appeal Judge shall be empowered to render either of the following rulings on all appeals:
   a. The citation appeal is granted.
   b. The citation appeal is denied.
2. The Appeal Judge can use discretion to waive or reduce fines.

D. Parking Appeals Committee

1. The Parking Appeals Committee is comprised of the Student Judicial Chairperson, one Faculty Member and one Staff Member (who are appointed by the Vice President of Academic Affairs). No member is affiliated with Parking Services. No member of the committee or the Appeals Judge will rule on or approve their own parking citation appeal.
2. All appeal Judge's decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.
3. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure correct interpretation of the parking code is being administered.
4. The Parking Appeals Committee shall be empowered to render either of the following rulings on the decision rendered by the appeal judge:
   a. The ruling of the Appeal Judge is upheld
   b. The ruling of the Appeal Judge is waived and/or modified.
5. Within the constraints of Board of Regents policy, the decisions of the Parking Appeals Committee are final.

VI. SCHEDULE OF FINES AND PAYMENTS

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

All student citations issued on or after January 1, 2012 must be paid in the Bursars Office located on the first floor of Aycock Hall. Holds are placed on University of West Georgia student accounts until paid in full or citation(s) are resolved. Hours of operation and payment information can be found on the Bursars Office website at http://www.westga.edu/bursar/ . Please note: Non-Student citations and all citations issued before January 1, 2012 must be paid in the Parking Office located in Row Hall.

A. The schedule of fines and payments is as follows:

1. Counterfeiting a hangtag with intent to defraud. Obtaining a hangtag by fraudulent means …..…$100.00
2. Altering a hangtag or any Parking Services-issued permanent or temporary permit……....$100.00
3. Obtaining a hangtag/decal for an unauthorized person.…….……..……..…$100.00
4. Falsely registering a vehicle……...$100.00
5. Unauthorized parking in a handicap space or falsely using an official State-issued handicap hangtag (subject to impoundment)……...$100.00
6. Restricted Parking –includes: Parking at a fire hydrant/fire lane, blocking a dumpster, roadway, service

vehicle space, loading dock or any other designated/signed tow-away zone (subject to impoundment) ……...$50.00

7. Faculty/Staff designated areas...……..……$35.00
8. Parking on yellow curb...……..……$35.00
9. Parking in restricted student zone areas...……$35.00
10. Littering on campus property…...……...$25.00
11. Parking meter violations……...……..$25.00
12. Non-registered vehicle…….…… $20.00
13. Failure to display hangtag…….……..……... $20.00
14. Parking on a sidewalk, lawn area, athletic field (subject to impoundment)..…….…..…..$35.00
15. Parking against the flow of traffic…….…….....$25.00
16. Hangtag improperly displayed/obstructed from view……..…..……..$20.00
17. Double parking……$10.00
18. Parking on or outside of white line……...……..$10.00

VII. GOVERNING AUTHORITY

The University of West Georgia Parking Code has been adopted under the authority granted by the Board of Regents of the University System of Georgia, Regulation 711.4.3.Parking Services may institute operational policies and procedures to effectively administer the Parking Code.

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