

Memorandum

To: General Faculty

Date: January 21, 2015

Regarding: Agenda, Faculty Senate Meeting, January 23 at 3:00 p.m., TLC 1-203

The agenda for the January 23, 2015 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes of December 5 (see [Addendum I](#))
4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)

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

- A) College of Arts and Humanities
 - 1) Department of History
 - a) Course: HIST 3319 The Making of Modern Africa, 1820-Present
Request: Add
 - 2) Department of English
 - a) Course: ENGL 4155 Twentieth-Century British Literature
Request: Delete
 - b) Course: ENGL 4130 Eighteenth Century British Literature
Request: Delete
 - c) Course: ENGL 4135 British Romanticism
Request: Delete
 - d) Course: ENGL 4110 Medieval Literature
Request: Delete
 - e) Course: ENGL 4115 Renaissance Literature
Request: Delete
 - f) Course: ENGL 4120 Seventeenth-Century British Literature
Request: Delete
 - g) Course: ENGL 4145 Victorian Literature
Request: Delete
 - h) Course: ENGL 4125 Colonial and Early American Literature
Request: Delete

- i) Course: ENGL 4140 American Romanticism
Request: Delete
 - j) Course: ENGL 4150 American Realism and Naturalism
Request: Delete
 - k) Course: ENGL 4160 Twentieth-Century American Literature
Request: Delete
 - l) Course: ENGL 4165 Contemporary British and American Literature
Request: Delete
 - m) Course: ENGL 4000 Studies in British Literature I
Request: Add
 - n) Course: ENGL 4002 Studies in British Literature II
Request: Add
 - o) Course: ENGL 4003 Studies in American Literature I
Request: Add
 - p) Course: ENGL 4005 Studies in American Literature II
Request: Add
 - q) Course: ENGL 4188 Studies in Individual Authors
Request: Modify
 - r) Program: BA with a Major in English
Request: Modify
- B) Richards College of Business
- 1) Department of Economics
 - a) Program: Data Analytics Certificate
Request: Add
- C) College of Education
- 1) Department of Leadership and Instruction
 - a) Course: PWLA 1661 Outdoor Recreation
Request: Add
 - b) Course: PWLA 1679 Body Boot Camp
Request: Add
 - c) Course: PWLA 1688 Mat Pilates
Request: Add
 - d) Course: PWLA 1689 Yoga: Intermediate
Request: Add

- D) College of Social Sciences
 - 1) Department of Anthropology
 - a) Course: ANTH 4204 Ice Age Peoples of North America
Request: Add
 - b) Program: Bachelor of Science in Anthropology
Request: Modify
 - 2) Department of Criminology
 - a) Program: Bachelor of Science in Criminology
Request: Modify
- E) The Undergraduate Programs Committee endorses the addition of the QEP Learning Outcome "Adapt written communication to specific purposes and audiences" to Areas C, D, and E of the core.

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

Action Items (see [Addendum III](#)):

- A) College of Education
 - 1) Leadership and Instruction
 - a) Course: SEED 7560 Contemporary Issues in Secondary Education
Request: Add
 - b) Course: EDLE 8305 Residency Course: Effective Management to Promote Student Learning
Request: Add
 - c) Program: Master of Education with a Major in Secondary Education
Request: Modify
- B) College of Science and Mathematics
 - 1) Mathematics Department
 - a) Program: Master of Science with a Major in Mathematics
Request: Modify

Committee VI: Strategic Planning Committee (Nadya Williams, Chair)

Action Item:

- A) Vote on QEP Learning Outcome to be added for Areas C, D, and E of the core: "Adapt written communication to specific purposes and audiences."

Information Item:

- A) QEP information update

Committee XIII: Rules Committee (Patrick Erben, Chair)

Action Item (see [Addendum IV](#)):

A) Changes to Policies and Procedures of the University of West Georgia, Section 2: Faculty Senate Organization

5. Old business
6. New business
7. Announcements
8. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
Draft Minutes**

December 5, 2014

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:01 p.m.

2. Roll Call

Present

Basu-Dutt, Boldt, Butler, Yvonne Fuentes (substituting for Connell), DeFoor, DeSilva, Elman, Erben, Farmer, Farran, Geisler, Gerhardt, Griffith, L. Haynes, C. Johnson, Keim, Kilpatrick, Lopez, McCord, Erin Dixon (substituting for McGuire), McKendry-Smith, L. Miller, Mindrila, Neely, Dianne Hoff (substituting for Ogletree), Remshagen, J. Roberts, L. Robinson, C. Schroer, Seay, Stanfield, Eilis Crean (substituting for Tekippe), Velez-Castrillon, Webb, Welch, Williams, Willox, Woodward, Xu, Yates

Absent

Banford, Faucette, Mbaye, McCullers, Skott-Myhre, Steere, Vinson

3. Minutes: a motion was made and seconded to approve the minutes of November 14.

Item approved unanimously by voice vote.

4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)

Action Items:

A) College of Arts and Humanities

1) Department of Music

a) Course: MUSC 4040 Principles and Methods of Music Learning and Teaching

Request: Add

b) Course: MUSC 4230 Technology in Music Education

Request: Add

These two items were taken together and approved unanimously by voice vote.

2) Department of History

a) Course: HIST 4505 American Foreign Policy Since 1898

Request: Add

Item approved unanimously by voice vote.

B) Richards College of Business

1) Department of Marketing

a) Course: MKTG 4818 Web Page Design
Request: Add

b) Course: MKTG 4823 Logistics and Supply Chain Management
Request: Add

These two items were taken together and approved unanimously by voice vote.

C) College of Education

1) Department of Leadership and Instruction

a) Course: PHED 3210 Healthy Eating and Nutrition
Request: Add

b) Course: PHED 2000 Applied Concepts in Fitness and Wellness
Request: Add

c) Course: PHED 3220 Health Promotion, Education, and Program Evaluation
Request: Add

d) Course: PHED 3230 Exercise Leadership
Request: Add

e) Course: PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership
Request: Add

f) Course: CMWL 3110 Program Evaluation in Community Settings
Request: Add

g) Course: CMWL 3100 Lifespan Development
Request: Add

h) Course: READ 4201 Language and Literacy for Diverse Populations
Request: Add

i) Course: CEPD 4200 Working with Diverse Populations in Human Services
Request: Add

j) Course: CEPD 3200 Skills and Ethics in Human Services
Request: Add

k) Course: CMWL 2100 Introduction to Health and Community Wellness
Request: Add

These eleven items were taken together and approved unanimously by voice vote.

- 1) Program: BS with a Major in Health and Community Wellness
Request: Add

Item approved unanimously by voice vote.

- 2) Department of Educational Technology and Foundations
 - a) Course: EDRS 4042 Introduction to Classroom Assessment
Request: Add

Item approved unanimously by voice vote.

- D) College of Science and Mathematics
 - 1) Department of Geosciences
 - a) Course: GEOG 2202 Environmental Science
Request: Add
 - b) Course: GEOG 2202L Environmental Science Lab
Request: Add

These two items were taken together and approved unanimously by voice vote.

- 2) Department of Physics
 - a) Course: PHYS 4103 Astrophysics
Request: Add

Item approved unanimously by voice vote.

- E) College of Social Sciences
 - 1) Department of Anthropology
 - a) Course: ANTH 4205
Request: Add

Item approved unanimously by voice vote.

- 2) Department of Political Science
 - a) Program: Data Analytics Certificate
Request: Add

Item approved unanimously by voice vote.

- F) QEP/Revisions to Core Area B Outcomes
 - 1) Committee approved proposed revisions to Core Area B outcomes.

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

Action Items:

- A) College of Education
 - 1) Educational Technology and Foundations
 - a) Program: Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology)
 - Request: Modify

Item approved unanimously by voice vote.

- B) College of Arts and Humanities
 - 1) Music Department
 - b) Course: MUSC 5230 Technology in Music Education
 - Request: Add

Item approved unanimously by voice vote.

Committee VI: Strategic Planning Committee (Nadya Williams, Chair)
Action Item: Core Area B revisions

Proposed catalog page:

Core Area B
 Institutional Options
 Learning Outcomes
 4-5 hours

Demonstrate the ability to:

- Adapt written and oral communication to specific rhetorical purposes and audiences.
- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

Students must take one course from category 1, and any combination of courses to meet the total number of hours of 4 for science majors and 5 for non-science majors.

1 - Written and Oral Communication:

Courses in this area must meet both learning outcomes stated above.

One of the following is required of all majors:

Choose from the following:

ART 2000	Oral Communication and the Visual Arts	3
COMM 1110	Public Speaking	3
ENGL 2000	American Speech	3
ENGL 2050/	Self-Staging:	
THEA 2050	Oral Communication in Daily Life	3
FREN/GRMN/SPAN 1001 or 1002		3
PHIL 2020	Critical Thinking	3
XIDS 1004	Oral and Technological Communication	4

2 - Other Institutional Options:

Courses in this area must meet at least one of the learning outcomes stated above.
 Institutional Elective, choose one of the following:

ANTH 1100	Faces of Culture	2
BUSA 1900	Surfing the Internet for Success	2
CS 1000	Practical Computing	1
CS 1020	Computers and Society	2
LIBR 1101	Academic Research and the Library	2
MUSC 1110	Survey of World Music	2
XIDS 2001	What Do You Really Know About . . .	1
XIDS 2002	What Do You Really Know About . . .	2

Current Version:

Core Area B

Institutional Options

Learning Outcomes 4-5 hours

Demonstrate the ability to:

- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.
- Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.

Students may take any combination of courses as long as one is from category 1 and the total number of hours is 4 for science majors and 5 for non-science majors.

1 - Oral Communication:

One of the following is required of all majors:

ART 2000	Oral Communication and the Visual Arts	3
COMM 1110	Public Speaking	3
ENGL 2000	American Speech	3
ENGL 2050/	Self-Staging:	3
THEA 2050	Oral Communication in Daily Life	
Foreign Language	1001 or 1002	3
PHIL 2020	Critical Thinking	3
XIDS 1004	Oral and Technological Communication	4

2 - Other Institutional Options:

Institutional Elective, choose one of the following:

ANTH 1100	Faces of Culture	2
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BUSA 1900	Surfing the Internet for Success	2
CS 1000	Practical Computing	1
CS 1020	Computers and Society	2
LIBR 1101	Academic Research and the Library	2
MUSC 1110	Survey of World Music	2
XIDS 2001	What Do You Really Know About (Selected Topic)	1
XIDS 2002	What Do You Really Know About (Selected Topic)?	2

Discussion: Micheal Crafton thanked everyone for working on this, especially Nadya Williams, Julia Farmer, and Debra MacComb. Dr. Williams encouraged faculty to consider implementing it early (spring next year), since official implementation is next fall. Please talk with Dr. Williams about it. President Marrero and Provost Crafton added that at the SACS COC conference on Monday they will find out about initial assessment results.

Item approved unanimously by voice vote.

Committee IX: Facilities and Services Committee (Ben Steere, Chair)

A) Presentation by Mark Reeves, Auxiliary Services, about recycling efforts on campus.

Mr. Reeves, Asst. VP for Auxiliary Services, chairs the Recycle West Committee. He addressed the Faculty Senate with the aid of a PowerPoint presentation about the Recycle West initiative. He began by saying that it is easy not to recycle; recycling takes effort and is a long-term investment, but worth it. There is a high demand from carpet mills for the plastic. Aluminum and paper are also in demand. He talked about the supply and demand for these commodities, why recycling is important in saving landfill space, and then proceeded with an overview of the recycling initiative at UWG.

He talked about wanting a slow, incremental process for recycling efforts to help ensure success. It began with Auxiliaries with a consultant's assistance. The vendor we are using is Waste Pro on Fulton Industrial Blvd. They sort/split the recyclables at their site. Auxiliaries has currently reduced the numbers of dumpsters from eleven to five. Housing and Residence Life implemented recycling in fall 2014. Mr. Reeves stated that there are 74 hallways with a recycle facility—every hallway. UWG also recycles small amounts of other things like paint, light bulbs, tires, etc. In January the initiative will start its fourth year, with each year doubling the amount recycled. This is about 500 tons of waste recycled, or approximately one million pounds!

Future efforts will focus on the GreenBelt's campus portion and UWG Newnan. Dedicated containers for white paper and aluminum would be good, because UWG gets more money for that. Mr. Reeves said that they'd like to get a truck that says "Recycle West." UWG will be changing from orange to clear bags because Waste Pro has a market for that.

The need to donate unused foods from campus eateries was reiterated by Dr. Velez-Castrillon. Mr. Reeves responded that breads can be, and are donated, but oil and milk products must be destroyed.

Anyone who is interested in joining the Recycle West Committee is encouraged to let Mr. Reeves know. If one needs to know where a recycling container is, ask him.

Committee XII: Budget Committee (Andrea Stanfield, Chair)
Information Item:

A) Presentation by President Marrero and Provost Crafton about the FY2016 budget cycle.

Ms. Stanfield stated that Budget Committee has met with President Marrero three times this semester to facilitate active dialogue and communication and resulting in a transparent budget process.

Dr. Marrero explained the 3% budget reduction model and the new (needs) funds request model, which utilized five focus areas or sifters. (See the November minutes; cf. “New business.”) In the past, the Board of Regents asked that budget requests be submitted during the last week of the semester, but this year the Board asked for it by October 24. The president asked for, and got, a month’s extension on that deadline. The departmental models were due October 22 and they went to the deans for consideration, review and prioritization, then due to the VPs on November 5 – the VPs and President reviewed and prioritized the reduction and new funds scenario Nov. 5-11. The vice presidents met three times and finalized the list, then presented to the President’s Advisory Council (PAC) on November 12. This process provides a template for later use and future improvement.

Dr. Marrero said that \$1.98B represents the entire USG budget request for FY16 currently submitted to the Governor, which is \$7.6M more than last year. The governor completes his budget in early January. For the USG/BOR process, we answered a fifteen-question template, which represents the reduction and needs exercise along with specific questions of financial health, CCG-RPG updates, low performing program updates, and update of use of funds allocated for FY15. The president submitted the 51-page document of narrative and multiple-page spreadsheets; it’s like a grant request. (Elizabeth Kramer and Andrea Stanfield have this document; you may e-mail them if you really want to read it, but it is not a public document yet. It will be posted the day after the document is presented at the public meeting on February 18, 2015.) The president will have 45 minutes to make a presentation to the USG staff. Then we must wait until April to discover how the system distributed the legislative allocation to the USG.

The UWG budget is about \$165M, of which only \$1.8M is held in reserve each year. He explained that a 9% graduate tuition increase would be about \$100 more for a graduate student with 6 credit hours. A 2.5% undergraduate tuition increase would be about \$60 more for a student with 15 credit hours. There has been a 2.337% growth in the number of students, so there is growth for Tier 4. A salary raise of 1.75 to 2.25% is being asked for, and the outlook is good.

Dr. Crafton spoke about the Academic Affairs process and portion of the budget request. Over \$6M was requested by the colleges/departments, but it had to be winnowed down to about \$2M which we prioritized strategically to fund. The deans’ requests were analyzed with data sets (e.g., enrollment, completion, accreditation) informing the decision-making. The deans voted on the needs prioritization.

Dr. Marrero and Dr. Crafton would like additional input or recommendations on this process with a goal of improvement for next year.

5. Old business: none
6. New business: none
7. Announcements

Dr. Kramer announced that discussions are continuing at the Executive Committee level about various issues confronting faculty, such as the use of the Discuss-UWG for marketplace purposes, netiquette protocols, and plagiarism.

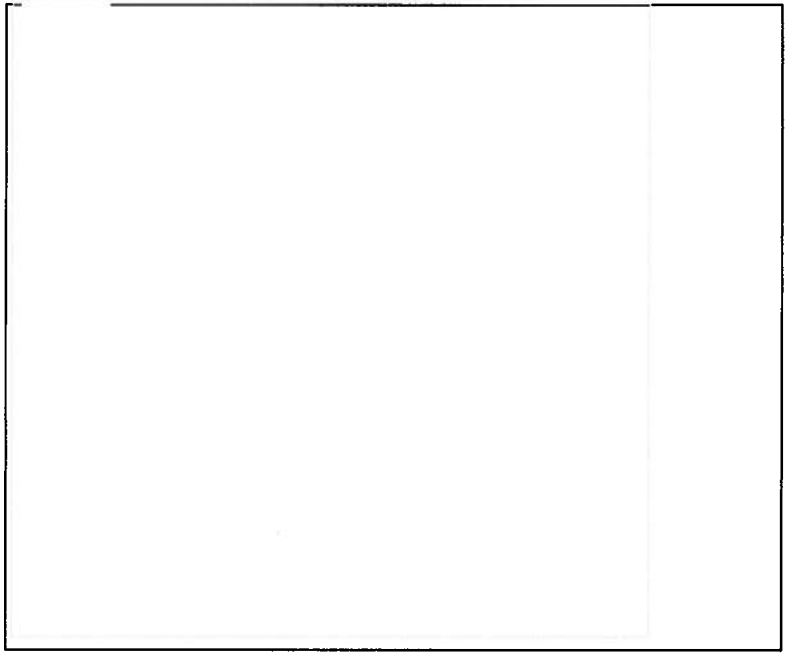
8. Adjournment

The meeting adjourned at 4:34 p.m.

Respectfully submitted,
Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Course Update Request (Add, Delete, Modify)					
Originator					
History Department		College of Arts and Humanities		McCullers, Molly	
Department		College		Originator	
Action		Modifications			
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)			
Course Details					
HIST	3319	The Making of Modern Africa, 1820-Present			
Prefix	Number	Course Title			
An survey of modern Africa from the end of the Trans-Atlantic slave trade to the present					
Course Catalog Description					
3	0	3	Fall - 2016	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
Prerequisites			Corequisites		
HIST 1111, 1112, 2111, or 2112					
Rationale					
This course is necessary to expanding African programming in History and Africana Studies. This is a foundation course for students wishing to gain a broader understanding of modern African history than is offered in either modern World History or in more narrowly focused upper level courses. It also provides another option for students wishing to fulfill international history requirements. The course would act as the companion to HIST 3318 - the survey of precolonial Africa. It would be taught in the fall on a three year rotation with HIST 3318 and Intro to Africana Studies.					
Planning Info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement					
Is this a SACS substantive change? NO (See Policy)					
Present or Projected Annual Enrollment: 30					



College Approvals

Howard Goodson [APPROVED 2014-11-24]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

The Making of Modern Africa, 1820-Present

HIST 3319

Contact Information & Office Hours:

Dr. McCullers

TLC 3225

mmcculle@westga.edu

678-839 – 6046

Office Hours:

Course Overview: This course is a survey of the major historical developments in sub-Saharan Africa from the end of the trans-Atlantic slave trade to the present. We will examine the nature of colonial rule, the process of decolonization, and the challenges facing contemporary Africa. Students will examine the ways in which historical discourses surrounding race, ethnicity, power, resistance, violence, and development have shaped the continent and current politics. We will explore both broad historical issues such as empire, decolonization, and globalization as well as the specific ways in which these trends played out in specific contexts as they interacted with local circumstances.

Course Objectives: By the end of the course, students should be familiar with key historiographical debates, modern African literature, and critical theorists. Students should also have developed a clear understanding of the outlines of modern African history and gained an appreciation for the complex factors that continue to influence Africa and Africans today.

Policies

Participation & Attendance: This course is a mixture of lecture and discussion, both of which require your presence in class and your participation. You are permitted **TWO absences**, except under extenuating circumstances. Exceeding two absences will negatively impact your grade. Please let me know ahead of time if you know you will be absent. You are responsible for all missed work. I do not give out lecture notes. I will be happy to meet with you to discuss anything about which you have questions.

Late Work: Except under extenuating circumstances, I do not give extensions on assignments. Late work will be penalized 1/3 of a letter grade for each 24 hour period it is late. All assignments must be completed to pass the class.

Re-scheduling: I do not reschedule quizzes or exams unless you have a legitimate need. Quizzes and exams should be rescheduled BEFORE the exam date. Make-up quizzes and tests after the set date will only be given in extreme circumstances.

Technology: using your phone in class is not acceptable. Computers should be used to take notes and look at readings on Course Den. Surfing, chatting, shopping, and doing work for other classes are not acceptable and may result in the loss of your privilege of using your computer in class.

UWG Email Policy: University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. **It is your responsibility to check your email.**

Email: Please only email me in Course Den.

Assignments – All assignments should be turned in as word .doc or .docx attachments on Course Den, if possible

Pledging & Honor Code: All work must be pledged with a statement at the top affirming that you have abided by the honor code. The UWG Honor Code is in force at all times. All work must be completely original, correctly cited, and pledged. Work produced for other courses may not be turned in for credit in this course. Each student is responsible for understanding the nature of, and rules regarding, plagiarism. As an academic offense, plagiarism is plagiarism, regardless of whether or not it was “intended.”

Plagiarism will result in a failing grade for the course.

Grading: All work is graded according to the following criteria:

- Thesis – Does your work have a clear thesis statement in the introductory paragraph which clearly and succinctly explains a) your argument b) the significance of your argument c) the way you are going to support your argument?
- Analysis & Argumentation – How are you interpreting and combining information to reach new and insightful conclusions? How clearly and effectively are you laying out your argument to create a cogent paper?
- Source Use – How effectively are you using examples, quotes, and arguments from the various readings to support your point?
- Writing Style – Are you a clear and concise writer? Does your writing support your argument or does it hinder it?
- Spelling & grammar – Spelling and grammar always count. You should always avoid passive voice, sentence fragments, run-on sentences, contractions, and ending sentences or clauses with prepositions.

- Formatting – All papers should have a heading with your name, date, and assignment at the top. All papers should be pledged. All papers should have page numbers, use Times New Roman 12 point font, be double spaced, and have 1-inch margins
- Notation – All work should be properly cited using Chicago-style footnotes or endnotes.

You must wait 24 hours from the time you received your grade before discussing it with me. I do not change grades except in cases of mathematical error. No Exceptions. It is against university policy to discuss grades via email. If you would like to discuss your grade, please come see me in person.

Required Texts:

- John Reader, *Africa: A Biography of the Continent*. (New York: Vintage Books, 1997).
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. (New York: Houghton Mifflin, 1999).
- Ngugi wa Thiong'o, *Devil on the Cross*. (Portsmouth: Heinemann, 1987).
- Peter Godwin. *Mukiwa: A White Boy in Africa*. (New York: Grove Press, 2011).
- Philip Gourevitch, *We Wish to Inform You that Tomorrow We will be Killed with Our Families: Stories from Rwanda*. (New York: McMillan, 1999).

All books are available for purchase in the bookstore. Used copies are also widely available on amazon and half.com. Many of these books are also available as e-books. Copies of the books are also available on reserve at the Library circulation desk.

Additional readings will be available on Course Den

Assignments: There are two kinds of assignments in this class – Reading Responses and Current Event Blogs.

Reading Responses: There will be **five** reading responses due over the course of the semester for each of the books we will read during class. Response papers should:

- Be 3-4 pages in length
- Respond to a specific question or topic on the reading.
 - Prompts will be provided.
- Be analytical considerations of the selected prompt, not book reports or whether or not you liked the book.
- **Not** provide background information or a synopsis.
- Judiciously use quotes from the book and other class readings to support your argument.

Current Event Blog: Students will sign up to write a blog post providing a historical analysis of a contemporary issue in Africa. The Student should provide a link to a current (within the last calendar year) news article on the topic, briefly provide a critical summary of the issue and the article, and provide their own analysis on the situation based on the historical perspectives we've covered in class. Articles must come from reputable news sources. Responses should be between 600 and 1000 words.

Map Quizzes: There will be two map quizzes over the course of the semester. The first quiz will ask you to identify geographical features and biomes, colonies, and the colonizing powers. The second quiz will require you to name the countries and capitals of modern postcolonial Africa.

Exams: There will be two exams over the course of the semester – an in-class midterm and a final exam. These exams will consist of short answer identifications, short answer questions, and essay questions. The ID's and short answer questions on the final will not be cumulative. However, essay questions will ask you to examine broad historical trends and changes over the colonial and postcolonial periods.

Grade Distribution

Participation & Attendance: 15%
Reading Responses: 25% (5% each)
Quizzes: 10%
Blog Post: 10%
Mid-Term: 15%
Final: 25%

Schedule

Week 1

Jan. 7 – Introduction to course & Africa ca. 1800

Jan. 9 – The End of the Slave Trade & Dislocations in West Africa –

- Reader – Ch. 39 “The Aftermath” & Ch. 40 “The Climactic Context”

Week 2

Jan. 14 – Settlers in Southern Africa

- Reader – Ch. 41 “Settlers” & Ch. 42 – “Black & White Frontiers”

Jan. 16 – Mfecane, Great Treks, & Anglo-Zulu Wars–

- Reader – Ch. 43 “Zulu Myths and Reality” & Ch. 44 “The Afrikaners”

Week 3

Jan. 21 – Mining & Migrant Labor in Southern Africa

- Reader Ch. 45 “Diamonds and Gold”

Jan. 23 –The Scramble for Africa

- Reader Ch. 46 “An Imperial Ambition” & Ch. 48 “Drawing the Line”

***Geography Quiz 1**

Week 4

Jan. 28 – The Congo Free State

- *King Leopold's Ghost* Chs. 1-8

***Reading Response 1 Due**

Jan. 30 – Resistance & Rebellion

- Reader – Ch. 49 “Resistance” & Ch. 50 “Rebellion”
- Iliffe & Gwassa – “Records of Maji Maji” – Course Den

Week 5

Feb. 4 – Legitimate Commerce & Colonial Economies

- Walter Rodney – “How Europe Under Developed Africa” – Course Den
- D.K. Fieldhouse – “The Myth of Economic Exploitation” – Course Den
- Sol Plaatje – “The 1913 Natives Land Act” – Course Den

Feb. 6 – Red Rubber

- *King Leopold's Ghost* Chs. 9-19
- **Response Paper 2 Due**

Week 6

Feb. 11 – Direct & Indirect Rule

- Reader Ch. 51 “The Invention of Africa”
- Lord Lugard “Indirect Rule in Tropical Africa” & “The Principles of Native Administration” – Course Den

Feb. 13 – Missionaries & Medicine

- Michael Mahoney – “The Mission Comes to Mapumulo: Popular Christianity in Rural Natal” - Course Den
- Nancy Rose Hunt – “Le Bebe en Brousse” – Course Den

Week 7

Feb. 18 – Midterm Exam

Feb. 20 – Early Anti-Colonial Resistance

- Reader Ch. 52 “The Emergent Elite”
- Leopold Senghor “On Negritude” – Course Den

Week 8

Feb. 25 – WWII and Decolonization

- Reader Ch. 53 “Spoils of War”

Feb. 27 – Mau Mau

- Jomo Kenyatta – “Meeting at Nyeri” – Course Den

Week 9

Mar. 4 – The Congo Crisis

- Reader Ch. 54 – “First Dance of Freedom”

Mar. 6 – The Biafran War

- Reader Ch. 55 “Dreams and Nightmares” (thru pg. 671)
 - Fred Cooper – “The Recurrent Crises of the Gatekeeper State”
- *Map Quiz 2***

Week 10

Mar. 11 – Neo-colonialism & Gatekeeping

- Frantz Fanon – “The Trials and Tribulations of National Consciousness” – Course Den
- Ngugi wa Tiong’o – *Devil on the Cross*
- **Reading Response 3 Due**

Mar. 13 – Apartheid South Africa

- Fred Cooper - “The Late Decolonizations: Southern Africa” - Course Den
- MDC De Wet Nel – “The Principles of Apartheid, 1959” – Course Den
- Nelson Mandela – “Verwoerd’s Tribalism” – Course Den

March 17-21– Spring Break

Week 11

Mar. 25 – 2nd Chimurenga & Gukurahundi

Mar. 27 – *Mukiwa*

- Peter Godwin– *Mukiwa*
- **Reading Response 4 Due**

Week 12

Ap. 3 – New South Africa & HIV/AIDS

- Helen Moffett – “These Women, They Force us to Rape Them;’ Rape as a Narrative of Social Control in Post-Apartheid South Africa” – Course Den
- Frasier McNeill – “Condoms Cause AIDS: Poison, Prevention, and Denial in Venda, South Africa” – Course Den

Ap. 1 – Civil War in Liberia & Sierra Leone

- Collier – “Natural Resources and Conflict in Africa” – Course Den
- Stanley – “ Background to the Liberia and Sierra Leone Implosions” – Course Den

Week 13

Ap. 8 – Rwandan Genocide

- Hutu Ten Commandments – Course Den

Ap. 10 – *We Wish to Inform You*

- Philip Gourevitch – *We Wish to Inform You*
- **Reading Response 5 Due**

Week 14

Ap. 15 – Eastern DRC

- Project on M23

Ap. 17 – Sectarian Conflict

- BBC Africa – “Boko Haram” – Course Den
- BBC Africa – “Al Shabab” – Course Den
- CNN – “Ansar Dine” – Course Den
- Council on Foreign Relations – “Al Qaeda in the Islamic Maghreb (AQIM)” – Course Den

Final Exam

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action Modifications

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedures\)](#)

Course Details

ENGL 4155 Twentieth-Century British Literature
 Prefix Number Course Title

An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political, and cultural issues.

Course Catalog Description

3.00		3.00	Fall - 2015		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Courses that formerly satisfied the requirement for Literary History, Studies in British Literature II, will be listed by topic under ENGL 4002

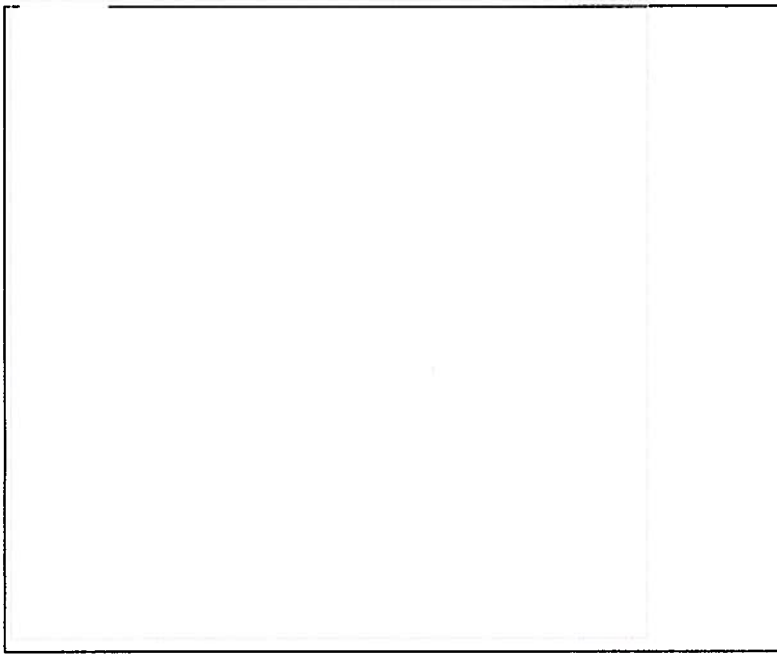
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]
Chair, Course Department

Randy J. Hendriks [APPROVED 2014-12-17]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action **Modifications**

Add
 Modify
 Delete

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

Course Details

ENGL 4130 Eighteenth-Century British Literature
 Prefix Number Course Title

A topic-centered examination of drama, fiction, poetry, and other textual expression from Restoration and eighteenth-century Britain. Works may be studied in their historical, political, cultural, and aesthetic contexts.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

Courses that formerly satisfied the requirement for Literary History, Studies in British Literature I, will be listed by topic under ENGL 4000

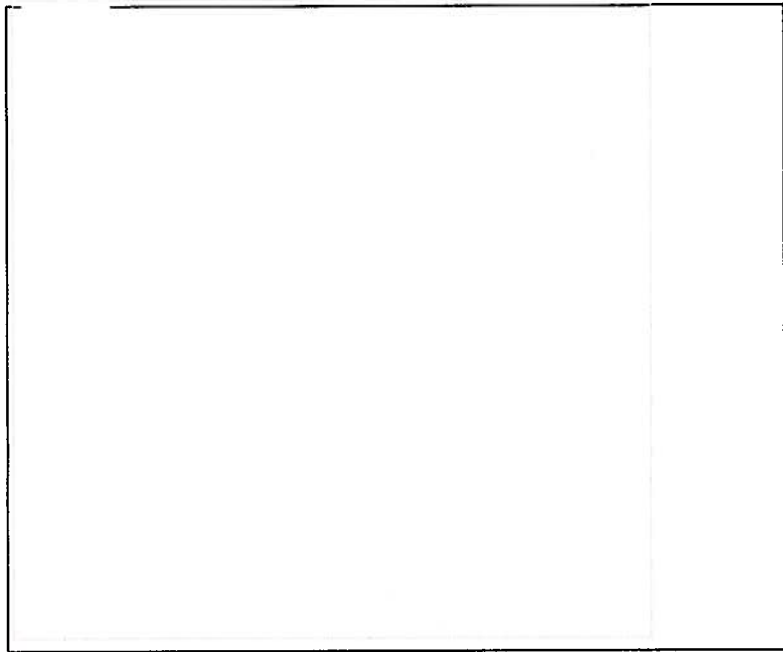
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator		
English and Philosophy Department Department	College of Arts and Humanities College	MacComb, Debra Originator

Action		Modifications	
<input type="radio"/> Add	<input type="radio"/> Modify	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Description
<input checked="" type="radio"/> Delete		<input type="checkbox"/> Title	<input type="checkbox"/> Credit
		<input type="checkbox"/> See Comments	Senate Action Item <input type="text"/> (See Procedure)

Course Details

ENGL	4135	British Romanticism
Prefix	Number	Course Title

An investigation of significant issues, themes, and ideologies in selections of British Romantic literature studied in terms of their original cultural context.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

Courses that formerly satisfied the requirement for Literary History, Studies in British Literature II, will be listed by topic under ENGL 4002

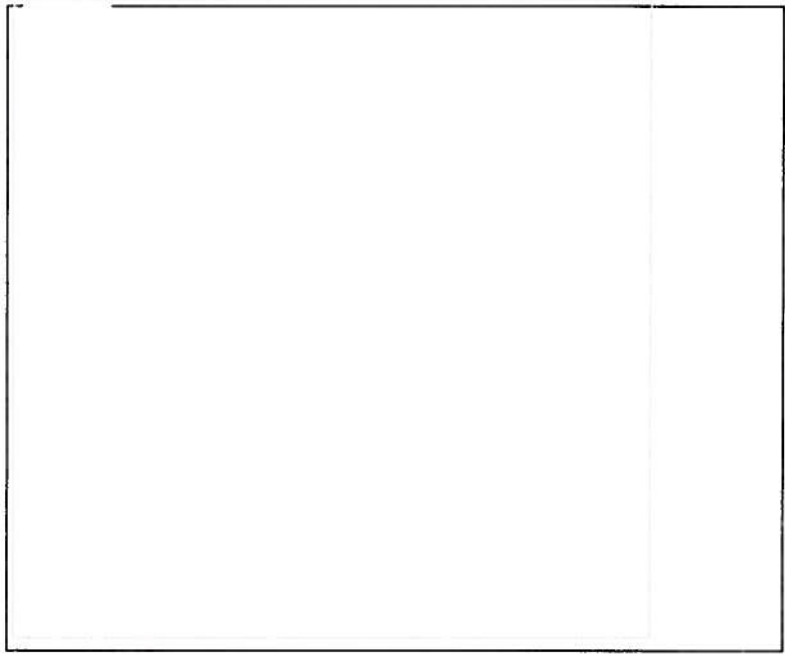
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendriks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator		
English and Philosophy Department	College of Arts and Humanities	MacComb, Debra
Department	College	Originator

Action	Modifications
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)

Course Details

ENGL	4110	Medieval Literature
Prefix	Number	Course Title

An examination of medieval English literature in its various aspects, considering texts in their historical context.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

Courses that formerly satisfied the requirement for Literary History, Studies in British Literature I, will be listed by topic under ENGL 4000

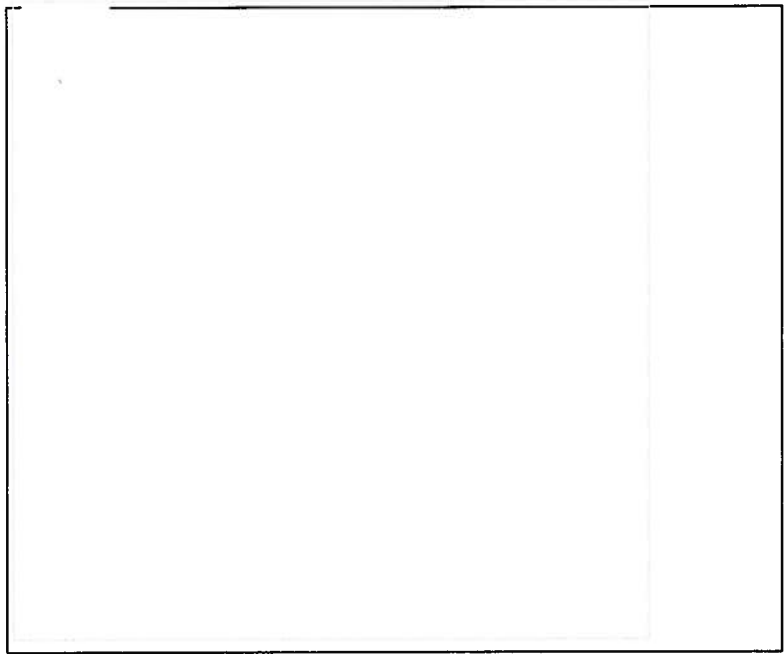
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACB substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

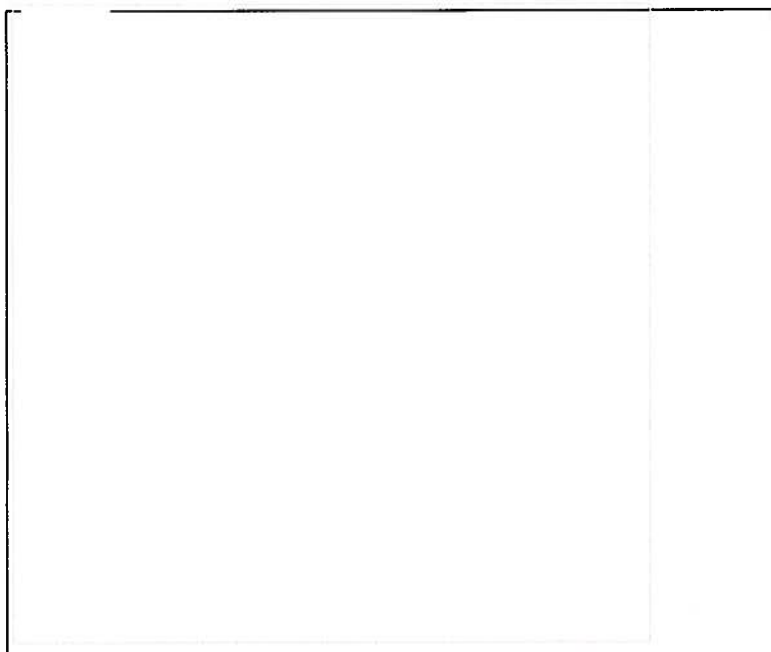
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)						
Originator						
English and Philosophy Department		College of Arts and Humanities		MacComb, Debra		
Department		College		Originator		
Action		Modifications				
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Sanate Action Item"/> (See Procedure)				
Course Details						
ENGL	4115	Renaissance Literature				
Prefix	Number	Course Title				
An investigation of Renaissance literature in its various aspects, including, but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period.						
Course Catalog Description						
3.00		3.00	Fall - 2015	Yearly	Letter Grade	
Leo Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
Courses that formerly satisfied the requirement for Literary History, Studies in British Literature I, will be listed by topic under ENGL 4000						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="button" value="v"/> (See Policy)						
Present or Projected Annual Enrollment: 22						



College Approvals

Meg Pearson [APPROVED 2014-12-06]
Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course Update Request (Add, Delete, Modify)

Originator
 English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action Modifications
 Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details
 ENGL 4120 Seventeenth-Century British Literature
 Prefix Number Course Title

An investigation of significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original cultural context.

Course Catalog Description

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

Prerequisites

Corequisites

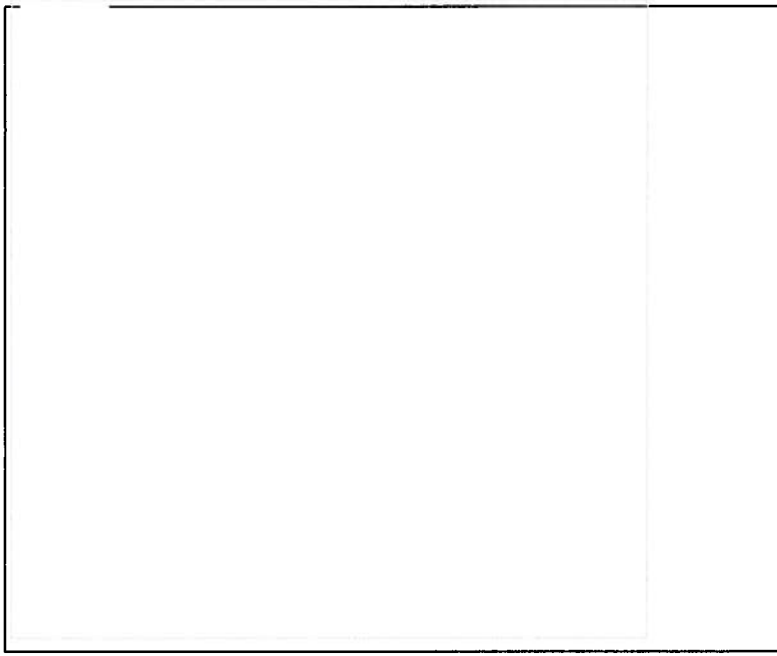
Rationale
 Courses that formerly satisfied the requirement for Literary History, Studies in British Literature I, will be listed by topic under ENGL 4000

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment:

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendriks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

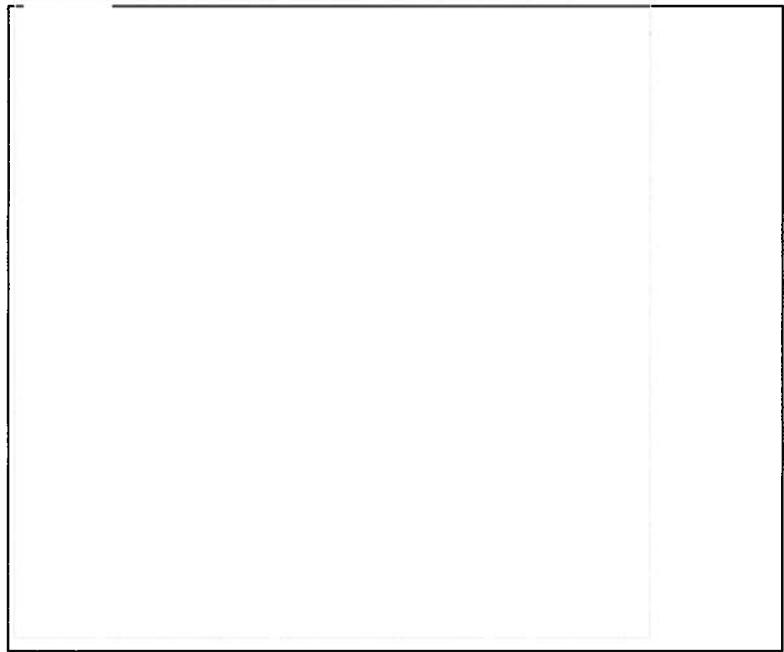
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)					
Originator					
English and Philosophy Department		College of Arts and Humanities		MacComb, Debra	
Department		College		Originator	
Action					
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		Modifications			
		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item (See Procedure)			
Course Details					
ENGL	4145	Victorian Literature			
Prefix	Number	Course Title			
An in-depth analysis of Victorian literature in its original historical, political, cultural, and aesthetic contexts.					
Course Catalog Description					
3.00		3.00	Fall - 2015	Yearly	Letter Grade
Leo Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
Prerequisites			Corequisites		
Rationale					
Courses that formerly satisfied the requirement for Literary History, Studies in British Literature II, will be listed by topic under ENGL 4002					
Planning Info					
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		Comments			
Is this a SACS substantive change? NO (See Policy)					
Present or Projected Annual Enrollment: 22					



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments
 Setate Action Item [\(See Procedure\)](#)

Course Details

ENGL 4125 Colonial and Early American Literature
 Prefix Number Course Title

An examination of representative literary works from the era of exploration and discovery through the era of the new American republic.

Course Catalog Description

3.00		3.00	Fall - 2015		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Courses that formerly satisfied the requirement for Literary History, Studies in American Literature I, will be listed by topic under ENGL 4003

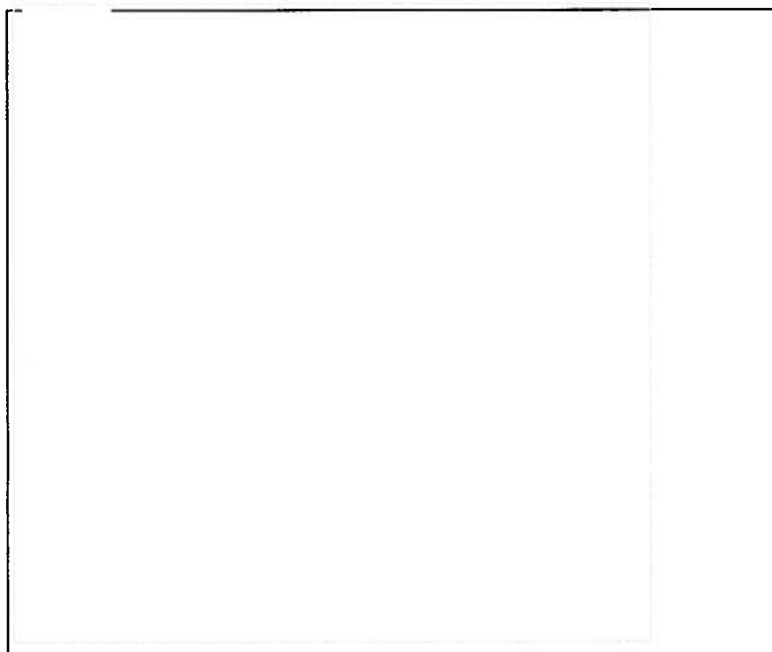
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

ENGL 4140 American Romanticism
 Prefix Number Course Title

An examination of representative American literary works from the nineteenth century through the Civil War.

Course Catalog Description

3.00		3.00	Fail - 2015		
Lab Hrs		Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Courses that formerly satisfied the requirement for Literary History, Studies in American Literature I, will be listed by topic under ENGL 4003

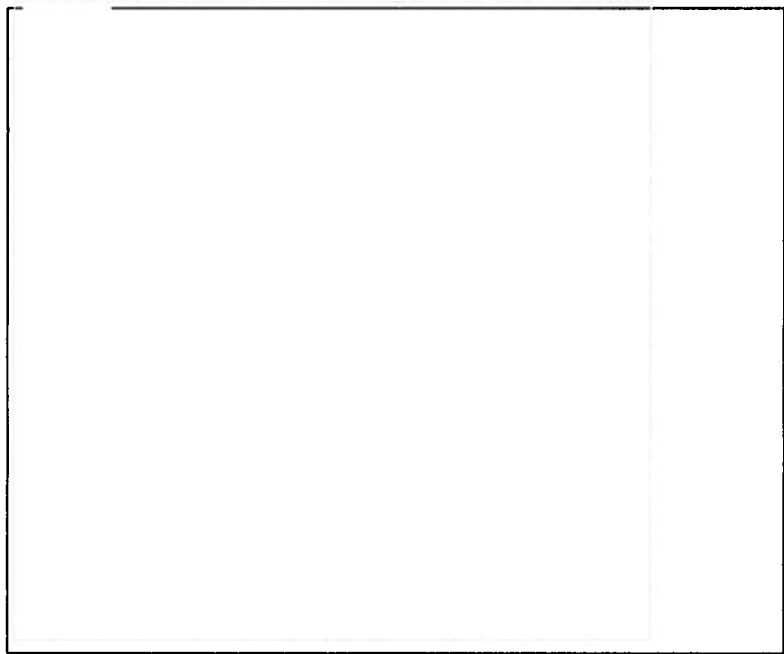
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

ENGL 4150 American Realism and Naturalism
 Prefix Number Course Title

An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

Course Catalog Description

3.00 3.00 Fall - 2015
 Loc Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

Corequisites

Rationale

Courses that formerly satisfied the requirement for Literary History, Studies in American Literature I, will be listed by topic under ENGL 4003

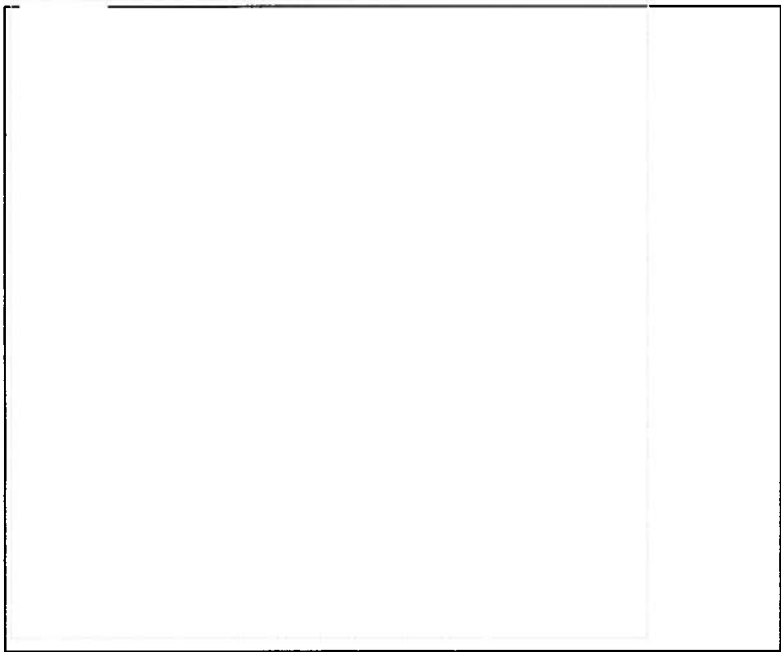
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]
Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

ENGL 4160 Twentieth-Century American Literature
 Prefix Number Course Title

An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural, and aesthetic contexts.

Course Catalog Description

3.00 3.00 Fall - 2015
 Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

Corequisites

Rationale

Courses that formerly satisfied the requirement for Literary History, Studies in American Literature II, will be listed by topic under ENGL 4005

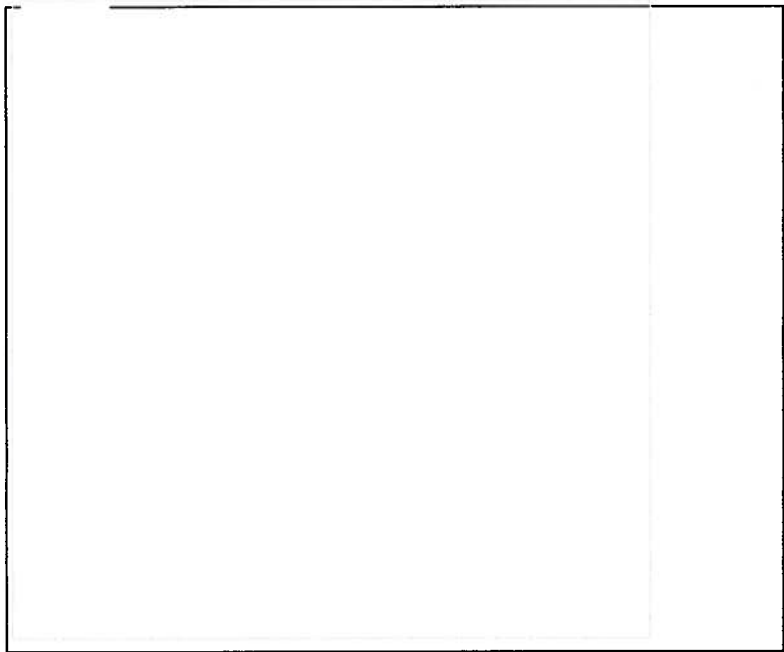
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator		
English and Philosophy Department	College of Arts and Humanities	MacComb, Debra
Department	College	Originator

Action		Modifications	
<input type="radio"/> Add	<input type="radio"/> Modify	<input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)

Course Details						
ENGL	4165	Contemporary British and American Literature				
Prefix	Number	Course Title				
An examination of selected texts produced in the last thirty years in the British Isles and the United States.						
Course Catalog Description						
3.00			3.00	Fall - 2015		
Leo Hrs	Lab Hrs		Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
 This course which formerly satisfied either the British literary history II OR the American literary history II requirement will be listed under ENGL 4002 and 4005.

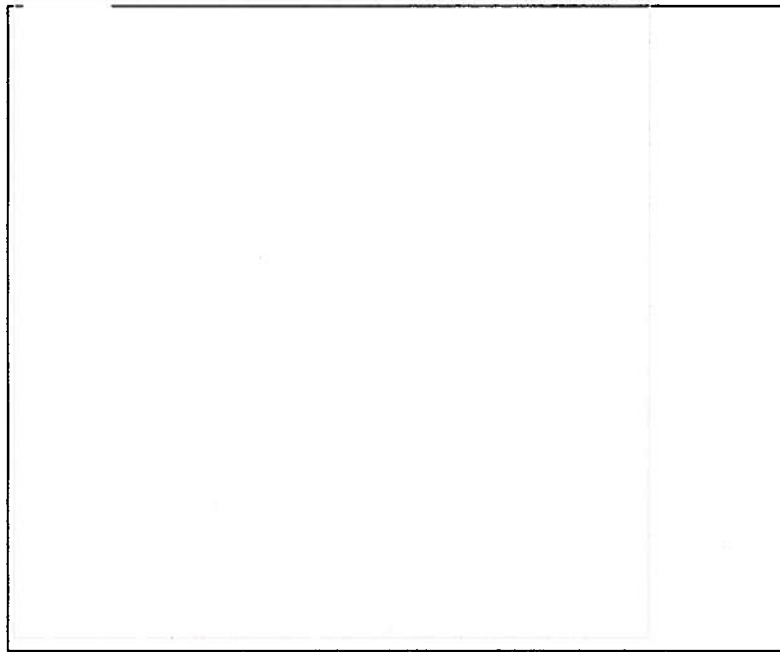
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action Modifications

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

ENGL 4000 Studies in British Literature I
 Prefix Number Course Title

Topics rotate: Medieval Literature: An examination of medieval English literature in its various aspects, considering texts in their historical context. Renaissance Literature: An investigation of Renaissance literature in its various aspects, including, but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period. Seventeenth Century British Literature: An investigation of significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original cultural context. Eighteenth Century British Literature: A topic-centered examination of drama, fiction, poetry and other textual expression from Restoration and eighteenth-century Britain. Works may be studied in their historical, political, cultural and aesthetic context.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

Grouping period specific courses under a single course number would make it easier for students to know what courses to take to fulfill their literary history requirements. In some cases, there are as many as nine courses that may satisfy requirements in Literary History; reducing these to topics under a single course number simplifies choice. Creating an undergraduate course Studies in British Literature I parallels the structure of the graduate offerings for the MA in English

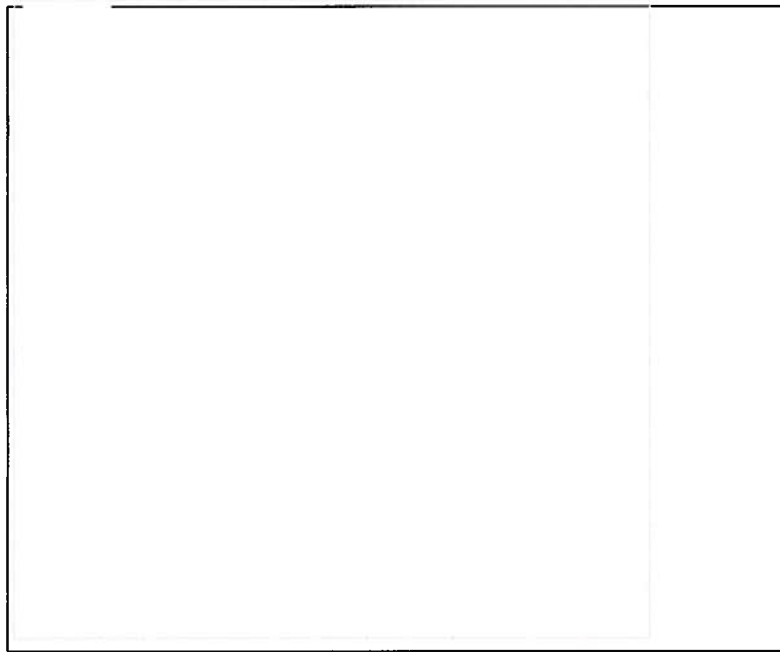
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

ENGL 4002 Studies in British Literature II
 Prefix Number Course Title

Topics rotate: British Romanticism: An investigation of issues, themes, and ideologies in selections of British Romantic literature studies in terms of their original cultural context. Victorian Literature: An in-depth analysis of Victorian literature in its original historical, political, cultural and aesthetic contexts. Twentieth-Century British Literature: An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political and cultural issues. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

Course Catalog Description

3	0	3	Fall - 2015	Yearly	Letter Grade
Lea Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Grouping period specific courses under a single course number would make it easier for students to know what courses to take to fulfill their literary history requirements. In some cases, there are as many as nine courses that may satisfy requirements in Literary History; reducing these to topics under a single course number simplifies choice. Creating an undergraduate course Studies in British Literature I parallels the structure of the graduate offerings for the MA in English

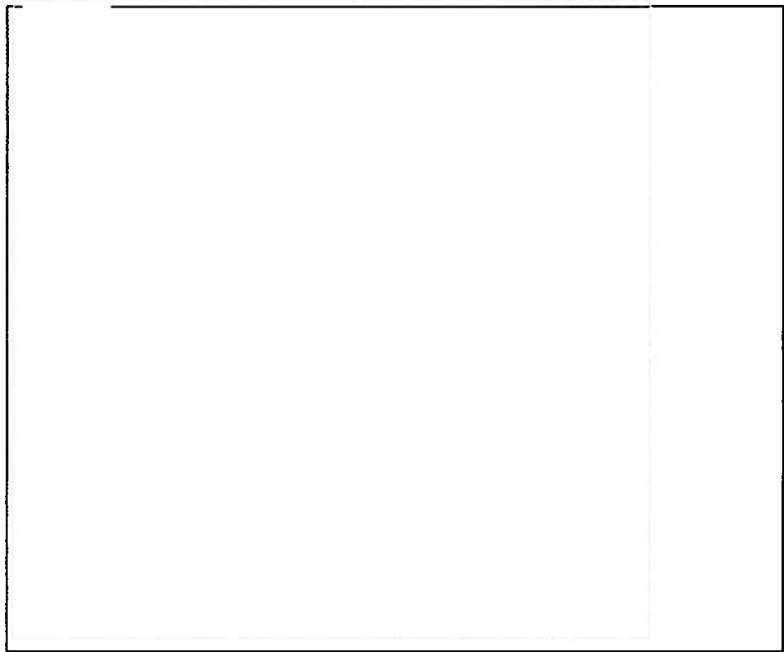
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

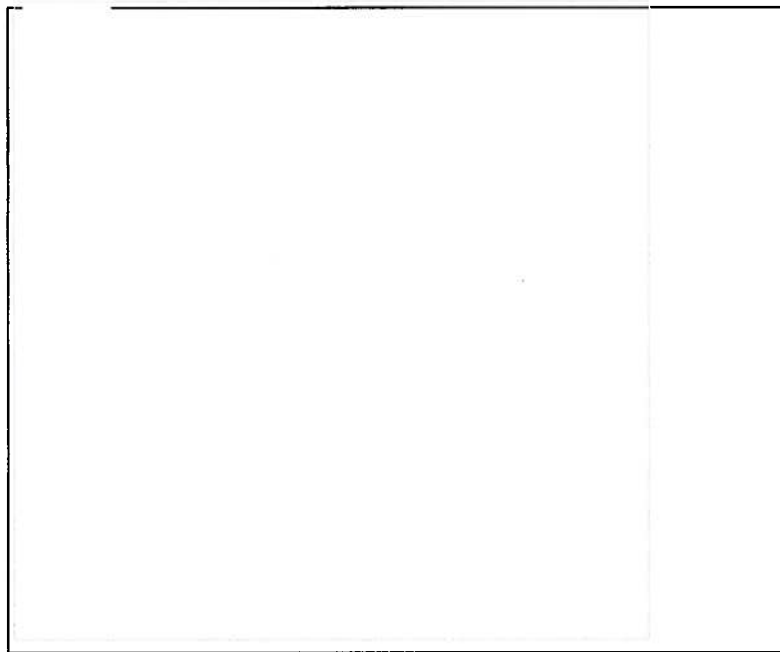
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)						
Originator						
English and Philosophy Department		College of Arts and Humanities		MacComb, Debra		
Department		College		Originator		
Action						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments Senate Action Item (See Procedure)				
Course Details						
ENGL	4003	Studies in American Literature I				
Prefix	Number	Course Title				
Topics rotate: Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.						
Course Catalog Description						
3	0	3	Fall - 2015	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
Grouping period specific courses under a single course number would make it easier for students to know what courses to take to fulfill their literary history requirements. In some cases, there are as many as nine courses that may satisfy requirements in Literary History; reducing these to topics under a single course number simplifies choice. Creating an undergraduate course Studies in American Literature I parallels the structure of the graduate offerings for the MA in English						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="radio"/> NO (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="22"/>						



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra

Department College Originator

Action Modifications

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

ENGL 4005 Studies in American Literature II

Prefix Number Course Title

Topics Rotate: Twentieth-Century American Literature: An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural and aesthetic context. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States

Course Catalog Description

3	0	3	Fall - 2015	Yearly	Letter Grade
Lea Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Grouping period specific courses under a single course number would make it easier for students to know what courses to take to fulfill their literary history requirements. In some cases, there are as many as nine courses that may satisfy requirements in Literary History; reducing these to topics under a single course number simplifies choice. Creating an undergraduate course Studies in American Literature II parallels the structure of the graduate offerings for the MA in English

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 22

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendriks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department College of Arts and Humanities MacComb, Debra
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

ENGL 4188 Studies in Individual Authors
 Prefix Number Course Title

An examination of the career of a single literary figure in the context of literary history. Frequent offerings in Shakespeare and Chaucer will rotate with courses in a variety of other figures from several literary traditions. May be repeated for credit as topic varies. Shakespeare may be taken for up to six (6) hours, if topic varies, with department chair's permission.

Course Catalog Description

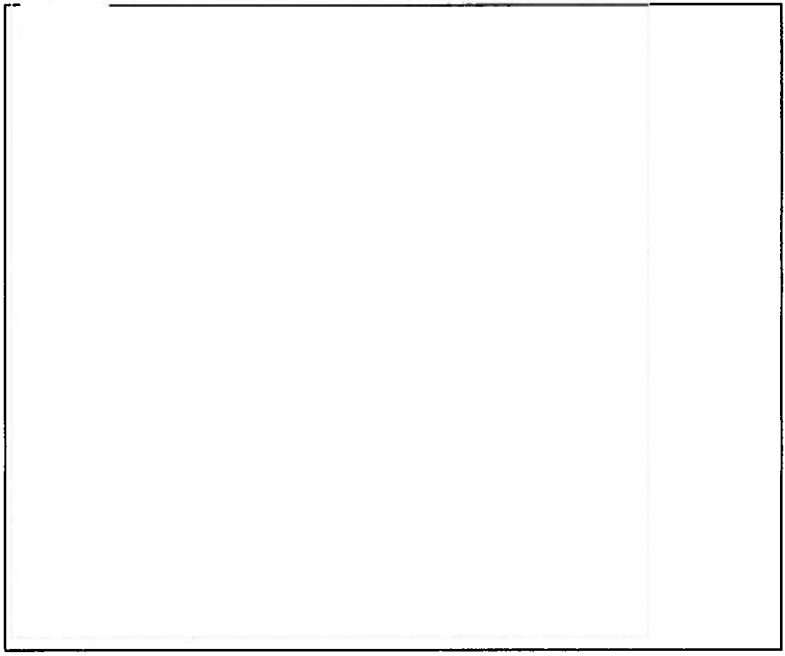
3.00		3.00	Fall - 2015	Every Term	Letter Grade
Leo Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites

Rationale

Adding "Studies in" brings course title in line with other variable topic courses

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 44	



College Approvals

Meg Pearson [APPROVED 2014-12-06]
Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Program View Request (Read-Only)		
Originator College of Arts and Humanities English and Philosophy Department MacComb, Debra <small>College Department Originator</small>		
Action Modifications <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate <input type="checkbox"/> Program Name <input checked="" type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Sense Action Item (See Procedure)		
Program Selection College of Arts and Humanities Bachelor of Arts with a Major in English <small>College Program</small> Bachelor of Arts with a Major in English Program Name Bachelor of Arts Degree Name On Campus Undergraduate <small>Program Location Degree Level</small> Fall 2016 <small>Effective Semester/Year</small>		
Modification Details Revise UD course requirements for the English Major (note: these changes DO NOT affect the Major in ENGL, Secondary Education Track) Students will be required to take: A. ENGL 3000, Research and Methodology B. Literary History: four courses, one from each of the following areas: ENGL 4000, Studies in British Literature I ENGL 4002, Studies in British Literature II ENGL 4003, Studies in American Literature I ENGL 4005, Studies in American Literature II C. Electives: four courses selected from ENGL 3000- or 4000- level courses. *Note: No more than one (1) variable credit, independent study or internship may be counted toward the major. D. ENGL 4384, Senior Seminar* *Prerequisites: 2000-level English courses in Area F, ENGL 3000, and 18 additional hours of upper-level ENGL courses with a C or higher. *No course may be substituted for the Senior Seminar.	Rationale Change in Literary History: This step will make it easier for students to choose their literary history courses for it reduces course numbers that could satisfy the requirement from as many as 9 to 1. Various period will still be offered, but under a single number (see uploaded document). It also parallels the organization of our graduate offerings. Change in the number of Electives: Students will have greater flexibility in completing their majors when offered more choice in the courses they can take. This will facilitate on-time graduation and potentially increase the appeal of the major. Faculty will have greater flexibility and creativity when proposing Special Topic courses, as they could conceivably cross national and generic boundaries in ways somewhat restricted by our current major structure. We have had trouble filling (and therefore offering) Special Topics courses, which often reflect the most exciting new research being done by faculty. Increasing the number of electives students can take while reimagining the possibilities for these classes should reinvigorate our course offerings, to the great benefit of students and faculty alike.	
<small>(Max 4000 characters)</small>		
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: no ch	Comments <small>(Max 4000 characters)</small>	
<small>(Max 4000 characters)</small>		
College Approvals		Cross Listing Approvals

<p><u>Randy J. Hendriks</u> [APPROVED 2014-12-17] Dean, College of Arts and Humanities</p> <p><u>Meg Pearson</u> [APPROVED 2014-12-06] Chair, Course Department</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Julia Farmer</u> [APPROVED 2016-01-11] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

Curriculum Committee Proposal for English, Approved by the English Department 11/14, 2014

Revision to Area B, Literary History:

- Group literary history courses by period and nation under umbrella numbers, a descriptive tag denoting the period of study:
ENGL 4000, Studies in British Literature I: Renaissance Literature (or Medieval Literature, or Seventeenth-Century British Literature, or Eighteenth-Century British Literature)
ENGL 4002, Studies in British Literature II: British Romanticism (or Victorian Literature or Twentieth Century British Literature or Contemporary British and American Literature)
ENGL 4003, Studies in American Literature I: Colonial and Early American Literature (or American Romanticism, or American Realism and Naturalism)
ENGL 4005, Studies in American Literature II: Twentieth Century American Literature (or Contemporary British and American Literature)

Students will still be **required** to take one course from each area for a total of 12 hours.

Rationale: This step will make it easier for students to choose their literary history courses. It also parallels the organization of our graduate offerings.

Revision to Area C, Genre and Theory:

- Eliminate the genre requirement for English majors. Courses 4106, 4109, 4295, 4310 will become electives for English majors.

Rationale: Genre is a subject inherently covered in literary history periods as genre and genre change is, in part, what defines literary periods. Theory, too, is fundamental to teaching literature in upper division courses. Further, eliminating the genre and theory requirement makes it simpler for students to complete their major requirements as there are more elective choices.

Revision to Area D, Language and Writing:

- Eliminate Language and Writing requirement for English majors. Courses 3200, 3400, 3405, 4210, 4300 will become electives for English majors.

Rationale: eliminating the language and writing requirement makes it simpler for students to complete their major requirements as there are more elective choices

Electives

- English majors will have four elective choices.

Rationale: Students will have greater flexibility in completing their majors when offered more choice in the courses they can take. This will facilitate on-time graduation and potentially increase the appeal of the major. Faculty will have greater flexibility and creativity when proposing Special Topic courses, as they could conceivably cross national and generic boundaries in ways somewhat restricted by our current major structure. We have had trouble filling (and therefore offering) Special Topics courses, which often reflect the most exciting new research being done by faculty. Increasing the number of electives students can take while reimagining the possibilities for these classes should reinvigorate our course offerings, to the great benefit of students and faculty alike.

Proposal: ENGL 4188 and 4295

- Rename Studies in Individual Authors and Studies in Young Adult Literature.

Rationale: Adding “Studies in” parallels the other course in the English Curriculum.

Overall, the English major would look like this:

Required:

ENGL 3000 (Research and Methodology)	
ENGL 4000, 4002, 4003, 4005 (Literary History)	
<u>ENGL 4384 (Senior Seminar)</u>	<u>18 Units</u>
Electives (4)	<u>12 Units</u>
	30 Units

The English Education Major remains essentially the same :

Research and Methodology (3)

Literary History (12)

Genre and Theory (6)

Language and Writing (6)

Senior Seminar (3)

University of West Georgia
Department of English
B.A. English Degree 2010-2011

(Last)	(First)	(Middle)	(Student Identification #)					
Core Curriculum	Hrs. Req.	GR	Hrs. Earned	Major and Minor and/or General Electives	Hrs. Req.	GR	Hrs. Earned	
A. Essential Skills Note: ENGL 1101 and 1102 are prerequisites for ENGL courses numbered 2000 and above	9			Upper Division Courses in English Notes: 1. A grade of C or higher is required for all major courses. 2. Courses marked with an asterisk (*) will count in a designated area based on their specific course content.	30			
1. ENGL 1101	3			ENGL 3000 (Research and Methodology) Notes: 1. No course substitutions allowed; 2. Requires department permission; 3. Only two 3/4000-level ENGL courses can be taken before this course is completed.	3			
2. ENGL 1102	3				12			
3. MATH 1001, 1111, 1113, or 1634	3			A. Literary History (Four courses) Note: <u>One</u> ENGL 4188 course required in this area.				
B. Institutional Priorities	5			1. British Literature I: ENGL 4110, 4115, 4120, 4130, 4180*, 4188*, or 4385*	3			
1. ART 2000, COMM 1110, ENGL 2000, ENGL/THEA 2050, PHIL 2020, XIDS 1004, or any foreign language 1001, 1002	3			2. British Literature II: ENGL 4135, 4145, 4155, 4165, 4108*, 4180*, 4185*, 4188*, or 4385*	3			
2. ANTH 1100, BUSA 1900, CS1000 (1), CS 1020, LIBR 1101, MUSC 1110, XIDS 2001 (1) or 2002, or any foreign language 1001, 1002 (3)	2			3. American Literature I: ENGL 4125, 4140, 4150, 4108*, 4180*, 4185*, 4188*, or 4385*	3			
C. Humanities and Fine Arts	6			4. American Literature II: ENGL 4160, 4165, 4108*, 4170, 4180*, 4185*, 4188*, or 4385*	3			
1. XIDS 2100, ART 1201, 2201, 2202, MUSC 1100 or 1120, THEA 1100, ENGL 2060, FILM 2080	3			B. Genre and Theory (Two courses) Note: English Education certification must take ENGL 4295.	6			
2. XIDS 2100, COMM 1154, ENGL 2110, 2120, 2130, 2160, 2180, 2190, FORL 2200, FORL 2300, PHIL 2010, PHIL 2030, any foreign language 1001, 1002, 2001, 2002	3			1. ENGL 4106, 4109, 4295, 4310, or 4385*	3			
D. Science, Math, Technology (No more than two courses from the same discipline.)	10			2. ENGL 4106, 4109, 4295, 4310, or 4385*	3			
1. Lab Science (ASTR 2313, BIOL 1010, 1107, 1108, CHEM 1100, 1151K, 1152K, 1211K, 1212K, 1230K, GEOG 1112, GEOG 1113, GEOL 1121, 1122 1123, PHYS 1111, 1112, 2211, 2212, or XIDS 2201)	4 or 3+1			C. Writing and Language (One course) ENGL 3200, 3400, 3405, 4210, 4300, or 4385*	3			
2. Non-Lab (Additional course above OR BIOL 1011, 1012, 1013, 1014, 1015, GEOG 1111, GEOL 2503, 2553, or XIDS 2202)	3			D. ENGL Major Elective: ENGL _____ Notes: 1. Education certification must take ENGL 3400 or 3405 <u>and</u> 4300 if not taken in C above; 2. No more than one independent-study or internship may count toward the major; 3. No more than two 3000-level courses may count toward the major.	3			
3. Non-Lab (Additional course above OR CS 1030, 1300, 1301, 1302, 2000, MATH 1111, 1413, 1634, 2063, or 2644)	3			E. ENGL 4384 (Senior Seminar) Notes: 1. Prerequisites: 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher; 2. No course may be substituted for the Senior Seminar.	3			
E. Social Sciences	12			Minor and/or General Electives Notes: 1. Minor is optional; 2. 9 hours must be in 3/4XXX courses; 3. Education certification may count required education courses in this area; 4) See reverse side of program sheet.	30			
1. HIST 1111 or 1112	3			Writing Across the Curriculum Requirement Note: Two 3/4000-level "W" courses required. One course (3 hours) must be from the major above. 1. (ENGL _____) 2. (ENGL _____)	6			
2. HIST 2111 or 2112	3							
3. POLS 1101	3				Total Major	20		
4. ANTH 1102, ECON 2100, 2105, 2106, GEOG 1013, 2503, PHIL 2130, POLS 2201, PSYC 1101, SOCI 1101, 1160, XIDS 2300 or 2301	3				Total Minor and/Electives	30		
F. Major Related Courses Note: A grade of C or higher is required for ENGL courses in Area F	18			Total Program 120 hours required for graduation, including 39 hours in 3/4000-level courses.	120			
1. ENGL 2110 (World Literature)	0-3							
2. ENGL 2120 (British Literature)	0-3							
3. ENGL 2130 (American Literature)	0-3							
4. ENGL 2180 or ENGL 2190	0-3							
5. FORL 1002, 2001 and 2002 Note: FORL 2002 is required for all B.A. degrees in Arts and Sciences; grade of C or better is required to advance to next level	6-9							

Minor and/or General Electives (30) Notes: 1. Minor is optional; 2. 9 hours must be in 3/4XXX courses; 3. Education certification may count required education courses in this area.	Hrs. Req.	GR	Hrs. Earned	English Courses	Major Area	GR
				ENGL 3200 Creative Writing	C	
				ENGL 3300 Studies in American Culture	Elective	
				ENGL 3400 Advanced Composition: Creative Nonfiction	C	
				ENGL 3405 Professional and Technical Writing	C	
				ENGL 4106 Studies in Genre	B	
				ENGL 4108 Studies in the Novel (Will count in a specific area based on the course content)	A.2, A.3, A.4	
				ENGL 4109 Film as Literature	B	
				ENGL 4110 Medieval Literature	A.1	
				ENGL 4115 Renaissance Literature	A.1	
				ENGL 4120 Seventeenth-Century British Literature	A.1	
				ENGL 4125 Colonial and Early American Literature	A.3	
				ENGL 4130 Eighteenth-Century British Literature	A.1	
				ENGL 4135 British Romanticism	A.2	
				ENGL 4140 American Romanticism	A.3	
				ENGL 4145 Victorian Literature	A.2	
				ENGL 4150 American Realism and Naturalism	A.3	
				ENGL 4155 Twentieth-Century British Literature	A.2	
				ENGL 4160 Twentieth-Century American Literature	A.4	
				ENGL 4165 Contemporary British and American Literature (Will count in a specific area based on the course content)	A.2, A.4	
				ENGL 4170 African-American Literature	A.4	
				ENGL 4180 Studies in Regional Literature (Will count in a specific area based on the course content)	A.1, A.2, A.3, A.4	
				ENGL 4185 Studies in Literature by Women (Will count in a specific area based on the course content)	A.2, A.3, A.4	
				ENGL 4188 Individual Authors (Will count in a specific area based on the course content)	A.1, A.2, A.3, A.4	
				ENGL 4210 Advanced Creative Writing	C	
				ENGL 4295 Reading and Literature in Secondary English Classrooms	B	
				ENGL 4300 Studies in the English Language	C	
				ENGL 4310 Studies in Literary Theory	B	
				ENGL 4381 Independent Study (3-1)	Elective	
				ENGL 4384 Senior Seminar	E	
				ENGL 4385 Special Topics (Will count in a specific area based on the course content)	A, B, or C	
				ENGL 4386 Internship	Elective	

Proposed English Program (fuller description below):

English Track

RESEARCH & METHODS: ENGL 3000	3 Credit Hours
LITERARY HISTORY: ENGL 4000, 4002, 4003, 4005	12 credit hours
SENIOR SEMINAR: ENGL 4384	3 credit hours
ELECTIVES (4) <i>Will include categories required by ENGL-ED track, such as genre, etc.</i>	12 credit hours

TOTAL MAJOR CREDIT HOURS: 30

English Education Track

RESEARCH AND METHODS	3 credit hours
LITERARY HISTORY	12 credit hours
GENRE AND THEORY	6 credit hours
LANGUAGE AND WRITING	6 credit hours
SENIOR SEMINAR	3 credit hours

Curriculum Committee Proposal for English

Proposal: revision to Area B, Literary History:

- Group literary history courses by period and nation under umbrella numbers, a descriptive tag denoting the period of study:
 - ENGL 4000, Studies in British Literature I:** Renaissance Literature (or Medieval Literature, or Seventeenth-Century British Literature, or Eighteenth-Century British Literature)
 - ENGL 4002, Studies in British Literature II:** British Romanticism (or Victorian Literature or Twentieth Century British Literature or Contemporary British and American Literature)
 - ENGL 4003, Studies in American Literature I:** Colonial and Early American Literature (or American Romanticism, or American Realism and Naturalism)
 - ENGL 4005, Studies in American Literature II:** Twentieth Century American Literature (or Contemporary British and American Literature)

Students will still be **required** to take one course from each area for a total of 12 hours.

Rationale: This step will make it easier for students to choose their literary history courses. It also parallels the organization of our graduate offerings.

Proposal: Revision to Area C, Genre and Theory:

- Eliminate the genre requirement for English majors. Courses 4106, 4109, 4295, 4310 will become electives for English majors.

Rationale: Genre is a subject inherently covered in literary history periods as genre and genre change is, in part, what defines literary periods. Theory, too, is fundamental to teaching literature in upper division courses. Further, eliminating the genre and theory requirement makes it simpler for students to complete their major requirements as there are more elective choices.

Proposal: Revision to Area D, Language and Writing:

- Eliminate Language and Writing requirement for English majors. Courses 3200, 3400, 3405, 4210, 4300 will become electives for English majors.

Rationale: eliminating the language and writing requirement makes it simpler for students to complete their major requirements as there are more elective choices

Proposal: Electives

- English majors will have four elective choices.

Rationale: Students will have greater flexibility in completing their majors when offered more choice in the courses they can take. This will facilitate on-time graduation and potentially increase the appeal of the major. Faculty will have greater flexibility and creativity when proposing Special Topic courses, as they could conceivably cross national and generic boundaries in ways somewhat restricted by our current major structure. We have had trouble filling (and therefore offering) Special Topics courses, which often reflect the most exciting new research being done by faculty. Increasing the number of electives students can take while reimagining the possibilities for these classes should reinvigorate our course offerings, to the great benefit of students and faculty alike.

Proposal: ENGL 4188 and 4295

- Rename Studies in Individual Authors and Studies in Young Adult Literature.

Rationale: Adding “Studies in” parallels the other course in the English Curriculum.

Program View Request (Read-Only)

Originator

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

Action Add Modify Deactivate Terminate Reactivate

Modifications Program Name Program Description Degree Name See Modification Details [\(See Procedures\)](#)

Program Selection

Richards College of Business Economics
 College Department

Data Analytics Certificate On Campus Undergraduate
 Program Name Program Location Degree Level

Certificate Fall 2015
 Degree Name Effective Semester/Year

Modification Details

New Certificate Program (see attached)

(Max 4000 characters)

Rationale

Demand for data specialists has grown significantly as both public and private organizations collect increasingly larger amounts of data. The need to collect, analyze and interpret such data requires a broad set of analytical skills. This cross-disciplinary certificate program helps address this shortcoming in our curriculum. See attached proposal for a complete rationale.

(Max 4000 characters)

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

(Max 4000 characters)

College Approvals

Cross Listing Approvals

<p><u>Faye Molntyre</u> [APPROVED 2014-11-18] Dean, RCOB</p> <p><u>William Smith</u> [APPROVED 2014-11-06] Chair, Course Department</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Julia Farmer</u> [APPROVED 2016-01-11] Chair, Undergraduate Academic Programs Committee</p> <p><u>Hilde Patron</u> [APPROVED 2014-11-11] RCOB Undergraduate Program Committee Chair</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

Data Analytics Certificate (DAC)

Rationale

The Undergraduate Data Analytics Certificate (DAC) is a collaborative, cross-disciplinary program. The certificate is designed for students who aspire to work in academic, governmental, non-profit, and commercial sectors as data scientists.

The demand for data scientists has grown significantly as both private and public organizations generate and collect increasingly larger amounts of data; but the need to collect, analyze, and interpret such data requires a broad set of analytical skills.

Through the Data Analytics Certificate, students will receive training in data management, quantitative analysis, and visualization techniques that will allow them to properly collect, contextualize, and communicate findings based on quantitative data.

Currently, no other institution in the University System of Georgia has an undergraduate degree or certificate program in data analytics. Thus, this certificate will fill a unique void for our students, and potentially attract students from other universities.

Program of Study

The certificate requires 12 credit hours (4 courses). No more than three courses per discipline will count toward the certificate. Course substitutions or exceptions can be made with the approval of the certificate faculty adviser within each respective college.

Courses in the program will usually be offered as part of existing majors. Also, departments may occasionally offer the courses online (fully or hybrid), and in the summer (but not in the Maymester). The Data Analytics will be an embedded certificate.

Learning Outcomes

1. Demonstrate proficiency in data collection, management, analysis, and visualization.
2. Demonstrate proficiency in quantitative analysis techniques for effective data-driven decision-making.
3. Demonstrate proficiency in various data management and analysis software programs such as: R, SAS, SPSS, and STATA.

Eligibility

1. Applicants to the Data Analytics Certificate must meet the requirements for their major.
2. Students may pursue this certificate in conjunction with their major program.

3. Students can apply to enroll in the DAC program in the Department of Political Science and Planning Department or the Department of Economics.
4. To fulfill the certificate requirements students must successfully complete 12 credit hours from the courses listed below, and make a public presentation of a data driven research project. Presentations can take place at UWG (Research and Big Night), at student or professional conferences (NCUR), etc. **It is highly recommended that students complete courses from areas 1 and 2 first, and then select courses from areas 3 and 4 below.**

Total Course Requirements: 12 Credits

1. One core course in Statistics: 3 credits
 - ECON 3402 – Business Statistics I
 - POLS 3601 – Political Science Methods II
 - MATH 2063 – Introductory Statistics
 - MATH 3063 – Applied Statistics
 - CRIM/SOCI 4003 – Statistics in the Social Sciences
2. One course in Research Methods: 3 credits
 - ECON 3406 – Business Statistics II
 - ECON 3460 – Forecasting
 - GEOG 2083 – Introduction to Geographical Analysis
 - MATH 4153 – Applied Mathematical Modeling
 - MATH 4803 – Analysis of Variance
 - MATH 4813 – Regression Analysis
 - MKTG 3808 – Business Research
 - POLS 2601 – Political Science Methods I
 - CRIM/SOCI 4000 – Research Methodology
 - PSYC 4220 – Research Explorations
 - PSYC 4150 – Tests and Measurements
3. One course in Data Management, Analysis, and/or Visualization: 3 credits
 - CISM 3340 – Data Resource Management and Design
 - CRIM/SOCI – 4015 Analyzing and Visualizing Data
 - ECON 4475 – Introduction to Econometrics and Analytics
 - GEOG 2553 – Introduction to GIS and Mapping Science
 - MKTG 4868 – Marketing Metrics
4. One elective in an area of interest or expertise, including an approved internship: 3 credits.

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Instruction	College of Education	Mosler, Brian
Department	College	Originator

Action **Modifications**

Add
 Modify
 Delete
 Prerequisites
 Description
 Title
 Credit
 See Comments
 Senate Action Item
 [\(See Procedure\)](#)

Course Details

PWLA	1661	Outdoor Recreation
Prefix	Number	Course Title

This introductory course to outdoor recreation will teach students navigation skills, outdoor safety, and hiking and camping guidelines in order to properly prepare for a day hike or overnight camping trip. Class topics and activities will include, but are not limited to: several short hikes, compass and GPS navigation, campsite and tent set up, and up to 2 longer hikes at an off campus location. Students will also have the opportunity to participate in and be introduced to other activities of outdoor recreation.

Course Catalog Description

0	2	1	Fall - 2015	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
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Rationale

This course has been offered several years as a special topics course (PWLA 2811). The student demand for this course justifies converting this to permanent course. UWG currently employs qualified instructors to teach this course.

<p>Planning Info</p> <p> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement </p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 50</p>	<p>Comments</p>
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See attached proposed and previously used syllabus.

College Approvals

Frank Butts [APPROVED 2014-11-21]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-12-06]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

PWLA 1661- Outdoor Recreation (Proposed Course)

Semester Hours:	1
Semester/Year:	TBA
Instructor:	TBA
Day and Time:	TBA
Class Location:	TBA
Office Location:	TBA
Office Hours:	TBA
E-mail:	TBA
Online Support	Course Den/D2L Home Page https://westga.view.usg.edu/ D2L Online Orientation http://disted1.westga.edu/users/disted/UWGOnline/orientation_ppt_video.html

COURSE DESCRIPTIONS: This introductory course to outdoor recreation will teach students navigation skills, outdoor safety, and hiking and camping guidelines in order to properly prepare for a day hike or overnight camping trip. Class topics and activities will include, but are not limited to: several short hikes, compass and GPS navigation, campsite and tent set up, and up to 2 longer hikes at an off campus location. Students will also have the opportunity to participate in and be introduced to other activities of outdoor recreation.

COURSE OBJECTIVES:

1. Students will understand and demonstrate navigation skills.
2. Students will understand how to prepare for day hikes and camping.
3. Students will understand basic outdoor safety and first aid.
4. Students will experience several aspects of outdoor recreation.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:

Harvey, Mark. (1999). *The National Outdoor Leadership School's Wilderness Guide*. New York, NY. Fireside.

Student Fee and Transportation:

Certain activities may incur a fee for entry into parks and/or rental of equipment. Certain activities may also require transportation to and from off-campus locations.

STUDENT EVALUATIONS, EVALUATION PROCEDURES & GRADING POLICY

- I. **PARTICIPATION (110 POINTS):** In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:
 - Attend and sign in for all class sessions;
 - Be on time for class and not leave early;
 - Dress appropriately for scheduled activities;
 - Engage in activities fully with effort;
 - Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
 - Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).

- II. **QUIZZES (60 POINTS):** Students are expected to demonstrate their knowledge and mastery of course content through 3 quizzes, each worth 20 points. The quizzes may be in the form of multiple choice, true/false, short answer, fill-in-the-blank, or face-to-face skills assessment with the instructor.

- III. **GROUP ACTIVITY (150 POINTS = 3 x 50 Points each):** The class will be participating in several group activities throughout the semester. Some are required as part of regular class attendance; 3 out of 4 additional activities will be chosen by the student. Attendance and participation in these 3 activities will be worth 50 points each. Details will be discussed further in class.

- IV. **INDIVIDUAL ACTIVITY CHOICE (50 POINTS):** Students will have the opportunity to seek out outdoor recreational opportunities that may not be logistically possible for the class to do as a group. Activity choice must be approved by the instructor prior to completion. Students must participate in the activity and summarize their experience with details such as duration of time (must be at least 1 hour), distance covered, conditions of the trail or water, etc. Activity choices may incur a minimal fee to the student if renting equipment or park admission is necessary. Summaries must be submitted in the form of a 1 page, 12 font, double spaced, typed paper.

- V. **SKILLS ASSESSMENT (30 POINTS):** Students will be expected to demonstrate full knowledge and proper execution of specific skills. Grading of such skills may be done during the group challenges or on an individual basis.

Grading

Grades will be assigned based on points earned, in line with the university policy:

- A (90-100%) = 360 - 400 points
- B (80-89%) = 320 - 359 points
- C (70-79%) = 280 - 319 points
- D (60-69%) = 240 - 279 points
- F (below 60%) = 239 points or below

Attendance/Class Participation	110 pts (28%)
Quizzes	60 pts (15%)
Group Activity	150 pts (38%)
Individual Activity Choice	50 pts (12%)
Skills Assessment	30 points (8%)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

- I. **ATTENDANCE:** Each student is allowed only *1 ABSENCE* from class. **Ten (10) points** will be deducted from your total participation grade for each absence that occurs beyond one. An absence includes but is not limited to illness, family emergency, doctor or dentist appointment, work or personal crisis.

Absence for long-term injury or illness: Students who become injured or seriously ill and are physically unable to participate in class activity for an extended period of time are required to provide the instructor with medical documentation from a physician immediately after a diagnosis has been made. Based on the timing of the student's recovery, the instructor will determine if the student is able to fulfill the requirements of the course during the remainder of the semester or if other options need to be explored.

Students are fully responsible for all work missed because of absence, including handouts, videos, and presentations. Students must be aware that the content of the lectures may include materials not in the text. If material in class is missed, it is the student's responsibility to obtain missed material and information from a classmate or from CourseDen.
- II. **SIGN-IN ATTENDANCE:** Attendance will be taken at the beginning of class by the instructor. Students who are tardy (1-5 minutes late) are responsible for signing in with the instructor after class.
- III. **TARDINESS:** Students are expected to arrive on time and to attend each meeting of the class. It is disruptive to your classmates and the instructor when you arrive late to class and you will often miss important announcements or locations of activities away from the Coliseum. Students who arrive late (5 minutes or more) must let the instructor know at the conclusion of class. Tardiness to class will result in a grade reduction of **two (2) points** per instance after the first tardy.
- IV. **LEAVING EARLY:** Leaving early is only accepted and excused when pre-arranged with the instructor. Pre-arranged means the student notifies the instructor at least one class period in advance. Other incidences of leaving early can result in a grade reduction (*see Participation Grade*).
- V. **MISSED/LATE ASSIGNMENTS:** There will be no make-ups allowed for absences, quizzes, or skills assessments unless arranged with the professor *before* the absence. Arrangements should be made as soon as possible. **Late assignments will not be accepted under any circumstances.**
- VI. **OUT-OF-CLASS ASSIGNMENTS:** The instructor reserves the right to give out-of- class assignments in the event of unforeseen absence.
- VII. **ATTIRE:** Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class. Students will not be allowed to participate without appropriate footwear. Improper attire will result

in a reduction in the participation grade, even if the student is present. ***NO DRESS CLOTHES, DRESS SHOES, SANDALS OR DENIM WILL BE PERMITTED.***

Students must come to class prepared for outdoor activity and hiking in wooded areas. **Proper Clothing:** Be sure to wear clothing that ensures free movement and that is weather appropriate. **Proper Shoes:** 1) Select shoes that totally support your feet; 2) Wear nylon uppers rather than leather uppers for cooler shoes. **Fluid Intake:** 1) Drink plenty of water at least 20 minutes prior to aerobic exercise; 2) Consuming frequent, small intakes of water throughout the day is best; and, 3) Bring water to class to ensure hydration during outdoor activity. **Insect Repellent and Sunscreen:** Bring these items to each class in case they are needed.

- VIII. **COMMUNICATION WITH INSTRUCTOR:** 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. Students may communicate with the instructor via Course Den "Mail" and will receive a response to such emails within 48 hours.
- IX. **COURSE DEN:** Students are required to utilize the instructor's Course Den site to access course materials for use in class and to supplement the course outside of class. In addition, Course Den will be used to communicate with students via Course Den "Mail" and post announcements and class cancellations.
- X. **UWG STUDENT-ATHLETES:** Students who actively participate in intercollegiate athletics or any University sponsored group are required to produce a schedule for days they will miss class. It is your responsibility to contact the instructor BEFORE leaving, not after your return.
- XI. **DISRUPTIONS:** All pagers, cell phones, watches, etc. should be silenced, remain off and put away during class. The instructor reserves the right to ask students to leave class for any disruption or inappropriate behavior, including but not limited to: excessive interruptions, voluntary lack of participation, excessive horseplay and talking during lecture or class activity.
- XII. **HEALTH PROBLEMS/DISABILITY NEEDS:** There is a physical activity component to this course. Students with any physical problems, which may affect their ability to fully participate, should notify the instructor within the first week of the semester. If a student needs special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.
- 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.
- XIII. **FULFILLING REQUIREMENTS FOR OTHER COURSES:** Per university policy, no material prepared to meet requirements in one course may be used to fulfill the requirements in another course without permission of the instructor.
- XIV. **ACADEMIC HONESTY:** In meeting any academic requirement in part or in full, presenting the work, ideas or writing of another as one's own is subject to disciplinary action, including the possibility of dismissal from the

course. Copying or downloading information from the Internet is plagiarism unless credit is given – this includes abstracts.

Academic dishonesty includes but is not limited to:

1. Copying answers from another student's test
2. Using the work of other students
3. Taking and presenting as one's own ideas the writing of another person without appropriate documentation
4. Cutting and pasting information from the internet

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

OLD SYLLABUS

PWLA 2611-05 Outdoor Recreation

Semester Hours:	1
Semester/Year:	Spring 2014
Instructor:	Mrs. Christine Knoll
Day and Time:	Friday, 1-2:40 p.m.
Class Location:	Coliseum 2120
Office Location:	Coliseum 2115
Office Hours:	By appointment only
E-mail:	Course Den/D2L email
Online Support	Course Den/D2L Home Page https://westga.view.usg.edu/ D2L Online Orientation http://disted1.westga.edu/users/disted/UWGOnline/orientation_ppt_video.html

COURSE DESCRIPTIONS: This introductory course to outdoor recreation will teach students navigation skills, outdoor safety, and hiking and camping guidelines in order to properly prepare for a day hike or overnight camping trip.

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1. Students will understand and demonstrate navigation skills.
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the first week of the semester. If a student needs special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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.

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Class Date		Class Topic	
Fri	10-Jan	Introduction/Syllabus	
Fri	17-Jan	Outdoor Safety/Preparation	
Fri	24-Jan	Map Navigation and Hiking	Quiz #1 (Safety and Prep)
Fri	31-Jan	Compass Navigation and Hiking	
Fri	7-Feb	Camping	Quiz #2 (Navigation and Hiking)
Fri	14-Feb	Survivorman (and woman!)	Quiz #3 (Camping)
Fri	21-Feb	No Class - Individual Activity	
Fri	28-Feb	No Class (Rock Wall in Groups)	
Fri	7-Mar	McIntosh Reserve Hike*	(class will go until 5 p.m.)
Fri	14-Mar	No Class, Spring Break	

Fri	21-Mar	No Class, Spring Break	
Fri	28-Mar	GPS Geocaching	
Fri	4-Apr	No Class	
Fri	11-Apr	Carrollton Greenbelt Bike*	
Sat	12-Apr	Sweetwater Creek Hike/Kayak*	
Fri	18-Apr	Frisbee Golf	
Fri	25-Apr	No Class	

*Students complete 3 of the 4 group activities for full credit

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Instruction College of Education Mosier, Brian
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

PWLA 1679 Body Boot Camp
 Prefix Number Course Title

This intermediate course of physical conditioning combines high energy cardio-respiratory activity with various forms of strength training to improve muscular endurance and strength, develop increased levels of cardio-respiratory fitness, and promote overall health. The class format will consist of intense outdoor and indoor training with vigorous circuit, interval and cross training regimens. Beginning, intermediate, and advanced levels of exercises will be taught along with safe practices, knowledge of muscle groups, proper fueling and recovery, and workout design.

Course Catalog Description

0	2	1	Fall - 2015	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course has been offered several years as a special topics course (PWLA 2811). The student demand for this course justifies converting this to permanent course. UWG currently employs qualified instructors to teach this course.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 50

Comments

See attached proposed and previously used syllabus.

College Approvals

Frank Butts [APPROVED 2014-11-21]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-12-05]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

PWLA 1679 - BODY BOOT CAMP (proposed course)

Semester Hours:	1
Semester/Year:	TBA
Instructor:	TBA
Day and Time:	TBA
Class Location:	TBA
Office Location:	TBA
Office Hours:	TBA
Telephone	TBA
Fax	TBA
E-mail:	TBA
Online Support	CourseDen Home Page https://westga.view.usg.edu/ CourseDen - UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ Ingram Library Services http://www.westga.edu/library/ University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTIONS: This intermediate course of physical conditioning combines high energy cardio-respiratory activity with various forms of strength training to improve muscular endurance and strength, develop increased levels of cardio respiratory fitness, and promote overall health. The class format will consist of intense outdoor and indoor training with vigorous circuit, interval and cross training regimens. Beginning, intermediate, and advanced levels of exercises will be taught along with safe practices, knowledge of muscle groups, proper fueling and recovery, and workout design.

COURSE OBJECTIVES:

1. Students will improve cardio respiratory fitness and muscular endurance.
2. Students will positively affect their body composition.

3. Students will understand how knowledge of proper nutrition and the components of health-related fitness will contribute to a healthy lifestyle, prevent chronic disease, and minimize stress.
4. Students will understand and demonstrate the principals involved in all components of physical fitness.
5. Students will understand how to create their own fitness routine so as to facilitate an on-going healthy lifestyle.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

none

References

Corbin, Charles B., Corbin, William R., Welk, Gregory & Welk, Karen A. (2009). *Concepts of Fitness and Wellness (8th ed.)*. New York, NY: McGraw Hill.

National Strength and Conditioning Association. Baechle, T.R. & Earle, R.W. (Eds.) (200). *Essentials of strength training and conditioning (2nd ed.)*. Champaign, IL: Human Kinetics.

STUDENT EVALUATIONS, EVALUATION PROCEDURES & GRADING POLICY

- I. **PARTICIPATION (140 POINTS):** In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:
 - Attend and sign in for all class sessions;
 - Be on time for class and not leave early;
 - Dress appropriately for scheduled activities;
 - Engage in activities with full effort;
 - Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
 - Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).

**Instructor reserves the right to deduct participation points for lack of effort even if student is present.
(Course objectives 1-5)
- II. **FITNESS ASSESSMENT PACKETS (100 POINTS):** This packet will consist of worksheet assessments for body weight, body fat percentage, 3 minute step test, target heart rate zone, flexibility index, timed mile run, and other assessment material pertaining to overall health and fitness. Assessments will be done at the beginning and conclusion of the semester. The fitness assessment includes 7 categories which can be improved upon within a semester's time frame. Points will be allocated in 4 categories as follows:
 - 20 points each for improvement
 - 15 points each for no change
 - 10 points each for a decline

*Initial packet, Medical Questionnaire and Goals turn-in (20 points)
(Course objectives 1 and 2)
- III. **INDIVIDUAL WORKOUT LOGS (10 points each x 10 = 100 points):** Students will have individual workout assignments to complete on their own each week. Logs will be due every Monday for the previous week. (Course objectives 1, 2, 4, and 5)

- IV. **REFLECTION PAPER AND GOALS ACHIEVEMENT (30 points):** Students will submit a one-page, 12 point font, Single-spaced paper at the end of the semester reflecting on their progress and results in the class. The paper will also summarize the goals that were set by the student at the beginning of the semester, whether those goals were met, and why or why they were not achieved. (Course objectives 1-5)
- V. **SKILLS ASSESSMENT (30 points):** Students will demonstrate their knowledge of proper workout and exercise design with appropriate modifications. This assessment may be evaluated in class as a group or one-on-one with the instructor. More details will be given throughout the semester. (Course objectives 3,4, and 5)

Grading

Grades will be assigned based on points earned, in line with the university policy:

- A (90-100%) = 360 - 400 points
- B (80-89%) = 320 - 359 points
- C (70-79%) = 280 - 319 points
- D (60-69%) = 240 - 279 points
- F (below 60%) = 239 points or below

Attendance/Class Participation	140pts	(35%)
Fitness Assessment Packet	100 pts	(25%)
Individual Workout Logs	100 pts	(25%)
Reflection Paper	30 pts	(7%)
Skills Assessment	30 pts	(7%)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

- I. **ATTENDANCE:** Each student is allowed only **2 ABSENCES** from class. **Five (5) points** will be deducted from your total participation grade for each absence that occurs beyond two. An absence includes but is not limited to illness, family emergency, doctor or dentist appointment, work or personal crisis.

Absence for long-term injury or illness: Students who become injured or seriously ill and are physically unable to participate in class activity for an extended period of time are required to provide the instructor with medical documentation from a physician immediately after a diagnosis has been made. Based on the timing of the student's recovery, the instructor will determine if the student is able to fulfill the requirements of the course during the remainder of the semester or if other options need to be explored.

Students are fully responsible for all work missed because of absence, including handouts, videos, and presentations. If material in class is missed, it is the student's responsibility to obtain missed material and information from a classmate or from CourseDen.

- II. **SIGN-IN ATTENDANCE:** Attendance will be taken at the beginning of class by the instructor. Students who are tardy (1-5 minutes late) are responsible for signing in with the instructor after class.
- III. **TARDINESS:** Students are expected to arrive on time and to attend each meeting of the class. Tardiness to class will result in ½ absence (½ absence + ½ absence = 1 absence). 2 overall percentage points will be awarded for zero absences and tardies.

- IV. **LEAVING EARLY:** Leaving early is only accepted and excused when pre-arranged with the instructor. Pre-arranged means the student notifies the instructor at least one class period in advance. Other incidences of leaving early can result in a grade reduction (*see Participation Grade*).
- V. **MISSED/LATE ASSIGNMENTS:** There will be no make-ups allowed for absences, quizzes, or skills tests unless arranged with the professor *before* the absence. Arrangements should be made as soon as possible.
- VI. **OUT-OF-CLASS ASSIGNMENTS:** The instructor reserves the right to give out-of- class assignments in the event of unforeseen absence.
- VII. **ATTIRE:** Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class. Students will not be allowed to participate without appropriate footwear. Improper attire will result in a reduction in the participation grade, even if the student is present. ***NO DRESS CLOTHES, DRESS SHOES, SANDALS OR DENIM WILL BE PERMITTED.***

Students must come to class prepared to work out. **Proper Clothing:** Be sure to wear clothing that ensures free movement and that is weather appropriate. **Proper Shoes:** 1) Select shoes that totally support your feet; 2) Wear nylon uppers rather than leather uppers for cooler shoes. **Fluid Intake:** 1) Drink plenty of water at least 20 minutes prior to aerobic exercise; 2) Consuming frequent, small intakes of water throughout the day is best; and, 3) Bring water to class to ensure hydration during aerobic exercise.

- VIII. **COMMUNICATION WITH INSTRUCTOR:** 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. *Students may communicate with the instructor via Course Den "Mail" and will receive a response to such emails within 48 hours.*
- IX. **COURSE DEN:** Students are required to utilize the instructor's Course Den site to access course materials for use in class and to supplement the course outside of class. In addition, Course Den will be used to communicate with students via Course Den "Mail" and post announcements and class cancellations.
- X. **UWG STUDENT-ATHLETES:** Students who actively participate in intercollegiate athletics or any University sponsored group are required to produce a schedule for days they will miss class. It is your responsibility to contact the instructor **BEFORE** leaving, not after your return.
- XI. **DISRUPTIONS:** All pagers, cell phones, watches, etc. should be silenced, remain off and put away during class. The instructor reserves the right to ask students to leave class for any disruption or inappropriate behavior, including but not limited to: excessive interruptions, voluntary lack of participation, excessive horseplay and talking during lecture or class activity.
- XII. **HEALTH PROBLEMS/DISABILITY NEEDS:** There is a physical activity component to this course. Students with any physical problems, which may affect their ability to fully participate, should notify the instructor within the first week of the semester. If a student needs special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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.

XIII. **FULFILLING REQUIREMENTS FOR OTHER COURSES:** Per university policy, no material prepared to meet requirements in one course may be used to fulfill the requirements in another course without permission of the instructor.

XIV. **ACADEMIC HONESTY:** In meeting any academic requirement in part or in full, presenting the work, ideas or writing of another as one's own is subject to disciplinary action, including the possibility of dismissal from the course. Copying or downloading information from the Internet is plagiarism unless credit is given – this includes abstracts.

Academic dishonesty includes but is not limited to:

1. Copying answers from another student's test
2. Using the work of other students
3. Taking and presenting as one's own ideas the writing of another person without appropriate documentation
4. Cutting and pasting information from the internet

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

OLD SYLLABUS

PWLA 2611-01 BODY BOOT CAMP

Semester Hours:	1
Semester/Year:	Fall 2014
Instructor:	Christine Knoll
Day and Time:	Monday and Wednesday, 10:00 – 10:50 a.m.
Class Location:	Coliseum 2117
Office Location:	Coliseum 2115
Office Hours:	Monday and Wednesday, 11:00-11:50 a.m. or by appointment
Telephone	Department Line: (678) 839-6530
Fax	(678) 839-6195
E-mail:	**Course Den email**

Online Support

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

CourseDen - UWG Online help
<http://uwgonline.westga.edu/students.php>

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

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

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

COURSE DESCRIPTIONS: This intermediate course of physical conditioning combines high energy cardio-respiratory activity with various forms of strength training to improve muscular endurance and strength, develop increased levels of cardio respiratory fitness, and promote overall health. The class format will consist of intense outdoor and indoor training with vigorous circuit, interval and cross training regimens. Beginning, intermediate, and advanced levels of exercises will be taught along with safe practices, knowledge of muscle groups, proper fueling and recovery, and workout design.

COURSE OBJECTIVES:

1. Students will improve cardio respiratory fitness and muscular endurance.
2. Students will positively affect their body composition.
3. Students will understand how knowledge of proper nutrition and the components of health-related fitness will contribute to a healthy lifestyle, prevent chronic disease, and minimize stress.
4. Students will understand and demonstrate the principles involved in all components of physical fitness.
5. Students will understand how to create their own fitness routine so as to facilitate an on-going healthy lifestyle.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**Required Text(s)**

none

References

Corbin, Charles B., Corbin, William R., Welk, Gregory & Welk, Karen A. (2009). *Concepts of Fitness and Wellness (8th ed.)*. New York, NY: McGraw Hill.

National Strength and Conditioning Association. Baechle, T.R. & Earle, R.W. (Eds.) (200). *Essentials of strength training and conditioning (2nd ed.)*. Champaign, IL: Human Kinetics.

STUDENT EVALUATIONS, EVALUATION PROCEDURES & GRADING POLICY

- VI. **PARTICIPATION (140 POINTS):** In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:
- Attend and sign in for all class sessions;
 - Be on time for class and not leave early;
 - Dress appropriately for scheduled activities;
 - Engage in activities with full effort;
 - Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
 - Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).
- **Instructor reserves the right to deduct participation points for lack of effort even if student is present.
(Course objectives 1-5)
- VII. **FITNESS ASSESSMENT PACKETS (100 POINTS):** This packet will consist of worksheet assessments for body weight, body fat percentage, 3 minute step test, target heart rate zone, flexibility index, timed mile run, and other assessment material pertaining to overall health and fitness. Assessments will be done at the beginning and conclusion of the semester. The fitness assessment includes 7 categories which can be improved upon within a semester's time frame. Points will be allocated in 4 categories as follows:
- 20 points each for improvement
 - 15 points each for no change
 - 10 points each for a decline
- *Initial packet, Medical Questionnaire and Goals turn-in (20 points)
(Course objectives 1 and 2)
- VIII. **INDIVIDUAL WORKOUT LOGS (10 points each x 10 = 100 points):** Students will have individual workout assignments to complete on their own each week. Logs will be due every Monday for the previous week. (Course objectives 1, 2, 4, and 5)
- IX. **REFLECTION PAPER AND GOALS ACHIEVEMENT (30 points):** Students will submit a one-page, 12 point font, Single-spaced paper at the end of the semester reflecting on their progress and results in the class. The paper will also summarize the goals that were set by the student at the beginning of the semester, whether those goals were met, and why or why they were not achieved. (Course objectives 1-5)
- X. **SKILLS ASSESSMENT (30 points):** Students will demonstrate their knowledge of proper workout and exercise design with appropriate modifications. This assessment may be evaluated in class as a group or one-on-one with the instructor. More details will be given throughout the semester. (Course objectives 3,4, and 5)

Grading

Grades will be assigned based on points earned, in line with the university policy:

A (90-100%) = 360 - 400 points
B (80-89%) = 320 - 359 points
C (70-79%) = 280 - 319 points
D (60-69%) = 240 - 279 points
F (below 60%) = 239 points or below

Attendance/Class Participation 140pts (35%)

Fitness Assessment Packet	100 pts	(25%)
Individual Workout Logs	100 pts	(25%)
Reflection Paper	30 pts	(7%)
Skills Assessment	30 pts	(7%)

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*Tentative Class Schedule

Class Date		Topic/Activity	Assignment Due
Mon	25-Aug	Introduction/Syllabus	
Wed	27-Aug	Workout Sample	
Mon	1-Sep	No Class	
Wed	3-Sep	Fitness Assessments	Fit Assess & Med Questionnaires Due
Mon	8-Sep	Principles, Nutrition, Goals	Goals Due
Wed	10-Sep	Exercise Modifications, Muscle Groups	
Fri	12-Sep	Attend Wolf Wellness Expo	
Mon	15-Sep	Group Workout (wk 1)	
Wed	17-Sep	Group Workout (wk 1)	
Mon	22-Sep	Group Workout (wk 2)	Week 1 homework log due
Wed	24-Sep	Group Workout (wk 2)	
Mon	29-Sep	Group Workout (wk 3)	Week 2 homework log due
Wed	1-Oct	Group Workout (wk 3)	
Mon	6-Oct	Group Workout (wk 4)	Week 3 homework log due
Wed	8-Oct	Group Workout (wk 4)	
Mon	13-Oct	No Class – Individual workout at Campus Center	Week 4 homework log due
Wed	15-Oct	Group Workout (wk 5)	
Mon	20-Oct	Group Workout (wk 6)	Week 5 homework log due
Wed	22-Oct	Group Workout (wk 6)	
Mon	27-Oct	Group Workout (wk 7)	Week 6 homework log due
Wed	29-Oct	Group Workout (wk 7)	
Mon	3-Nov	Group Workout (wk 8)	Week 7 homework log due
Wed	5-Nov	Group Workout (wk 8)	

Mon	10-Nov	Group Workout (wk 9)	Week 8 homework log due
Wed	12-Nov	Group Workout (wk 9)	
Mon	17-Nov	Group Workout (wk 10)	Week 9 homework log due
Wed	19-Nov	Fitness Assessments	
Mon	24-Nov	No Class - Thanksgiving Break	
Wed	26-Nov	No Class - Thanksgiving Break	
Mon	1-Dec	Group Workout	Week 10 homework log due
Wed	3-Dec	Group Workout	Fit Assess, Reflection Paper, & Goal Achievements Due
Mon	8-Dec	No Class	
Wed	10-Dec	No Class	

Course Update Request (Add, Delete, Modify)						
Originator						
Leadership and Instruction Department		College of Education College		Mosier, Brian Originator		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
PWLA	1688	Mat Pilates				
Prefix	Number	Course Title				
<p>This course is designed to teach the history, terminology, and techniques of the Pilates method. The focus for the course is to teach mat Pilates exercises through precise muscle controlled movements, utilizing proper breathing techniques, in order to stretch and strengthen muscle, improve posture, balance, and core strength.</p>						
Course Catalog Description						
0	2	1	Fall - 2015	Every Term	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
<p>This course has been offered several years as a special topics course (PWLA 2811). The student demand for this course justifies converting this to permanent course. UWG currently employs qualified instructors to teach this course.</p>						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="text"/> (See Policy)						
Present or Projected Annual Enrollment: 80 <input type="text"/>						

See attached proposed and previously used syllabus. (see printout)

College Approvals

Frank Butts [APPROVED 2014-11-21]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-12-05]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

**Mat Pilates
PWLA 1688-Proposed Course**

Semester/Year	Fall 2015
Time/Location	TBA
Instructor	TBA
Office Location	TBA
Office Hours	TBA
Telephone	TBA
Email	TBA
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/

COURSE DESCRIPTION

This course is designed to teach the history, terminology, and techniques of the Pilates method. The focus for the course is to teach mat Pilates exercises through precise muscle controlled movements, utilizing proper breathing techniques, in order to stretch and strengthen muscle, improve posture, balance, and core strength.

COE Vision

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

COE Mission

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

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

COURSE OBJECTIVES

Students will:

1. Describe the history, terminology, and benefits of participating in Pilates;
2. Use and discuss proper equipment when practicing Pilates;
3. Perform the six basic principles for the practice of Pilates: centering, control, concentration, flow, breath, and precision;
4. Practice connecting mind, body, and breathing;
5. Demonstrate techniques used in Pilates through class participation and practicing Pilates;

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) None, but personal mats are highly recommended

Course References

Ellsworth, A. (2009). *Pilates Anatomy: A Comprehensive Guide*. San Diego, CA: Thunder Bay Press.

Isacowitz, R. (2006). *Pilates: Your complete guide to mat work and apparatus exercises*. Champaign, IL: Human Kinetics.

Pilates, P. (2006). *Comprehensive Manual: Studios and Training Centers Worldwide*. New York, NY: Power Pilates.

Siler, B. (2000). *The Pilates Body: The Ultimate At-Home Guide to Strengthening, Lengthening, and Toning Your Body – Without Machines*. New York, NY: Broadway Books.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. PARTICIPATION (80 points total)

In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. Students are expected to and can earn up to **80 points** for the following:

- Attend all class sessions
- Be on time for class and not leave early
- Dress appropriately for scheduled activities
- Engage in activities **fully with effort**
- Avoid distracting or disrupting the class (**no cell phones, pagers, etc.**)
- Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).
(Course Objectives 2-5)

**Evaluation of effort and conduct are based on the instructor's judgment.*

2. SKILLS ASSESSMENT (60 points)

Students will be given a skills assessment at the end of the semester over a variety of techniques learned in class. Students will be responsible for a phase of the intermediate mat Pilates workout following the classical order. The workout phase will be submitted in written form as well as demonstrated with a group. Further explanation along with a grading rubric will be given in class by the instructor.

(Course Objectives: 2-5)

3. **WRITTEN EXAMS (30 points each = 60 points)**

Two written exams will be given throughout the semester. Exams will cover in class lectures, power points, as well as class activity and instruction. Exam questions may consist of multiple choice, true/false, matching, and short answer. Exams will be open during the following dates: Exam #1 (10/9-10/16 11:59pm) & Exam #2 (11/20-12/2 11:59pm).

(Course Objectives 1 & 2)

Evaluation Procedures

Assignment	Points	Percentage	Assessment Tools
1. Participation	80 points	40%	Attendance, effort, cooperation & attire
2. Skills Assessment	60 points	30%	Skill development rubric
3. Written Exams (two)	60 points	30%	Subjective & objective assessment

Grading

180 – 200 points	A = (90 – 100%)
160 – 179 points	B = (80 – 89%)
140 – 159 points	C = (70 – 79%)
120 – 139	D = (60 – 69%)
0 – 119	F = (0 – 59%)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Attendance: Attendance: Only **two absences** are allowed which do not require any notification or explanation to the instructor. **Two and a half points** will be deducted from your total participation grade for each subsequent absence after two. Should you be absent for a medical procedure or appointment, a mandatory doctor's note must be given to the instructor the following class meeting. Students are expected to arrive on time and to attend each meeting of the class. It is disruptive to your classmates and the instructor when you arrive late to class and you will often miss important announcements. Tardiness to class will result in a **one point** deduction from your participation grade. The instructor appreciates being notified of any instance in which a student must leave class early. One point will be deducted from a student's daily grade for every incident of early departure. The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor's policies and the University's policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Attire: Students are required to dress in appropriate Pilates attire. No street clothes or blue jeans will be permitted. Additionally attire should appropriately cover torsos. Pilates should be performed bare footed or in socks. No shoes can be worn during class workout sessions. Students will not be allowed to participate if inappropriate clothing is worn. This will count as an absence, even if the student is present.

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

Extra Credit: Extra credit assignments or participation will not be honored based on the cognitive, affective, and psychomotor objectives requiring students to fully utilize class time, environment, and experience.

Late Work: All assignments are due on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches.

Professional Conduct: Students are expected to give full effort in the daily assignment or activity. Students cannot expect to be given full credit for the day just by simply showing up. Maximum effort is expected daily. Students will have up to two points deducted from their participation grade if the instructor feels they are not putting forth 100% effort in the activity or assignment.

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. However, students may also choose to communicate with the instructor through D2L email. It is the student's responsibility to check this email account for important University related information. No assignments will be accepted via MyUWG email.

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OLD SYLLABUS

Mat Pilates PWLA 2611-05

Semester/Year	Fall 2014
Time/Location	Tuesday/Thursday 11:00-11:50, Room #2117
Instructor	Mrs. Jennifer K. Heidorn, M.Ed. <i>AFAA Primary Group Certified Instructor</i> <i>Power Pilates Certified Instructor</i> <i>Classical Pilates Certified Instructor</i>
Office Location	Coliseum, #2115
Office Hours	Monday 9:30-10:30am Tuesday 9:30-11:00am & 12:00-3:00pm (Coliseum #2038) Wednesday by appointment Thursday 9:30-11:00am & 12:00-3:00pm (Coliseum #2038) Friday by appointment
Telephone	Direct Line: (678) 839-6182 Department Line: (678) 839-6530
Email	jheidorn@westga.edu
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/

COURSE DESCRIPTION

This course is designed to teach the history, terminology, and techniques of the Pilates method. The focus for the course is to teach mat Pilates exercises through precise muscle controlled movements, utilizing proper breathing techniques, in order to stretch and strengthen muscle, improve posture, balance, and core strength.

COE Vision

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

COE Mission

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

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

COURSE OBJECTIVES

Students will:

1. Describe the history, terminology, and benefits of participating in Pilates;
2. Use and discuss proper equipment when practicing Pilates;
3. Perform the six basic principles for the practice of Pilates: centering, control, concentration, flow, breath, and precision;
4. Practice connecting mind, body, and breathing;
5. Demonstrate techniques used in Pilates through class participation and practicing Pilates;

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) None, but personal mats are highly recommended

Course References

Ellsworth, A. (2009). *Pilates Anatomy: A Comprehensive Guide*. San Diego, CA: Thunder Bay Press.

Isacowitz, R. (2006). *Pilates: Your complete guide to mat work and apparatus exercises*. Champaign, IL: Human Kinetics.

Pilates, P. (2006). *Comprehensive Manual: Studios and Training Centers Worldwide*. New York, NY: Power Pilates.

Siler, B. (2000). *The Pilates Body: The Ultimate At-Home Guide to Strengthening, Lengthening, and Toning Your Body – Without Machines*. New York, NY: Broadway Books.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

4. PARTICIPATION (80 points total)

In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. Students are expected to and can earn up to **80 points** for the following:

- Attend all class sessions
- Be on time for class and not leave early
- Dress appropriately for scheduled activities
- Engage in activities fully with effort
- Avoid distracting or disrupting the class (no cell phones, pagers, etc.)

- Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).
(Course Objectives 2-5)

**Evaluation of effort and conduct are based on the instructor's judgment.*

5. SKILLS ASSESSMENT (60 points)

Students will be given a skills assessment at the end of the semester over a variety of techniques learned in class. Students will be responsible for a phase of the intermediate mat Pilates workout following the classical order. The workout phase will be submitted in written form as well as demonstrated with a group. Further explanation along with a grading rubric will be given in class by the instructor.

(Course Objectives: 2-5)

6. WRITTEN EXAMS (30 points each = 60 points)

Two written exams will be given throughout the semester. Exams will cover in class lectures, power points, as well as class activity and instruction. Exam questions may consist of multiple choice, true/false, matching, and short answer. Exams will be open during the following dates: Exam #1 (10/9-10/16 11:59pm) & Exam #2 (11/20-12/2 11:59pm).

(Course Objectives 1 & 2)

Evaluation Procedures

Assignment	Points	Percentage	Assessment Tools
1. Participation	80 points	40%	Attendance, effort, cooperation & attire
2. Skills Assessment	60 points	30%	Skill development rubric
3. Written Exams (two)	60 points	30%	Subjective & objective assessment

Grading

180 – 200 points	A = (90 – 100%)
160 – 179 points	B = (80 – 89%)
140 – 159 points	C = (70 – 79%)
120 – 139	D = (60 – 69%)
0 – 119	F = (0 – 59%)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Attendance: Attendance: Only **two absences** are allowed which do not require any notification or explanation to the instructor. **Two and a half points** will be deducted from your total participation grade for each subsequent absence after two. Should you be absent for a medical procedure or appointment, a mandatory doctor's note must be given to the instructor the following class meeting. Students are expected to arrive on time and to attend each meeting of the class. It is disruptive to your classmates and the instructor when you arrive late to class and you will often miss important announcements. Tardiness to class will result in a **one point** deduction from your participation grade. The instructor appreciates being notified of any

instance in which a student must leave class early. One point will be deducted from a student's daily grade for every incident of early departure. The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor's policies and the University's policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Attire: Students are required to dress in appropriate Pilates attire. No street clothes or blue jeans will be permitted. Additionally attire should appropriately cover torsos. Pilates should be performed bare footed or in socks. No shoes can be worn during class workout sessions. Students will not be allowed to participate if inappropriate clothing is worn. This will count as an absence, even if the student is present.

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

Extra Credit: Extra credit assignments or participation will not be honored based on the cognitive, affective, and psychomotor objectives requiring students to fully utilize class time, environment, and experience.

Late Work: All assignments are due on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches.

Professional Conduct: Students are expected to give full effort in the daily assignment or activity. Students cannot expect to be given full credit for the day just by simply showing up. Maximum effort is expected daily. Students will have up to two points deducted from their participation grade if the instructor feels they are not putting forth 100% effort in the activity or assignment.

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CLASS OUTLINE

<i>Date</i>	<i>Topic/Activities</i>
T 8/26	Syllabus; Introduction, Outline; & Medical History Profile
TR 8/28	Lecture – Introduction to Pilates, History, Terminology, Six Principles, Equipment, Props
T 9/2	Activity – Principles, Beginner Order, and Modifications
TR 9/4	Activity – Principles, Beginner Order, and Modifications
T 9/9	Activity – Principles, Beginner Order, and Modifications
TR 9/11	Activity – Principles, Beginner Order, and Modifications
T 9/16	Activity – Full Beginner Order Focusing on Variations, Transitions and Flow
TR 9/18	Activity – Full Beginner Order Focusing on Variations, Transitions and Flow
T 9/23	Activity – Full Beginner Order Focusing on Variations with Props
TR 9/25	Activity – Full Beginner Order Focusing on Variations with Props
T 9/30	Activity – Full Beginner Order Focusing on Variations with Props
TR 10/2	Activity – Intermediate Order Add-in Exercises/Review for Exam #1
T 10/7	No Class – Professional Development Training
TR 10/9	Activity – Intermediate Order Add-in Exercises/Exam #1 (10/9-10/16 11:59pm)
T 10/14	Activity – Intermediate Order Add-in Exercises
TR 10/16	Activity – Full Intermediate Order Focusing on Variations, Transitions and Flow
T 10/21	Activity – Full Intermediate Order Focusing on Variations, Transitions and Flow
TR 10/23	Activity – Full Intermediate Order Focusing on Variations with Props
T 10/28	Activity – Full Intermediate Order Focusing on Variations with Props
TR 10/30	Activity – Full Intermediate Order Focusing on Variations with Props
T 11/4	Activity – Full Intermediate Order Focusing on Variations with Props
TR 11/6	Activity – Full Intermediate Order with Advanced Add-in Exercises
T 11/11	Activity – Full Intermediate Order with Advanced Add-in Exercises
TR 11/13	Activity – Full Intermediate Order with Advanced Add-in Exercises
T 11/18	Activity – Full Intermediate Order with Advanced Add-in Exercises
TR 11/20	Activity – Discussion/Form Skills Assessment Groups/Practice/Exam #2 (11/20-12/2 11:59pm)
T 11/25	THANKSGIVING BREAK
TR 11/27	THANKSGIVING BREAK
T 12/2	Group Practice Day/Complete Course Evaluations
TR 12/4	Skills Assessment

This is a tentative class schedule. The instructor has the right to change if needed.

Course Update Request (Add, Delete, Modify)						
Originator						
Leadership and Instruction Department	College of Education College	Mosier, Brian Originator				
Action						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications				
<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments Senate Action Item (See Procedure)						
Course Details						
PWLA	1689	Yoga: Intermediate				
Prefix	Number	Course Title				
<p>This course is designed to review the history and terminology of yoga. The focus for this course, is teaching more advanced physical pose practice, teaching and communication skills, sequencing, positive affirmations/mantras, breathing/pranayama, and charkas. Postures designed to open the many channels of the body, especially the main channel, the spine; to develop a balance of strength and flexibility in the physical body; and to connect the movement of the body and the fluctuations of the mind to the rhythm of breathing. The focus centers on connecting the mind, the body, and breathing. This course is designed to reach a total mind-body workout which features functional strength, flexibility, muscle balancing, and relaxation.</p>						
Course Catalog Description						
Lec Hrs	2	Lab Hrs	1	Fall - 2015 Effective Term	Every Term Frequency	Letter Grade Grading
Prerequisites						
PWLA 1690 or equivalent must be taken before this class (or instructor approval). The instructor reserves the right to remove students from this class if they do not meet this requirement.						
Corequisites						
Rationale						
This course has been offered several years as a special topics course (PWLA 2811). The student demand for this course justifies converting this to permanent course. UWG currently employs qualified instructors to teach this course.						
Planning Info						
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO (See Policy)						
Present or Projected Annual Enrollment: 50						
Comments						

See attached proposed and previously used syllabus.

College Approvals

Frank Butts [APPROVED 2014-11-21]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-12-05]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Yoga: Intermediate– PWLA 1689 (Proposed Course)

Semester/Year TBA
Time/Location TBA
Instructor TBA
Office Location TBA
Office Hours TBA

Telephone TBA

Email TBA
Online Support D2L Home Page
<https://westga.view.usg.edu/>

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

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

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

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

COURSE DESCRIPTION

This course is designed to review the history and terminology of yoga. The focus for this course, is teaching more advanced physical pose practice, teaching and communication skills, sequencing, positive affirmations/mantras, breathing/pranayama, and charkas. Postures designed to open the many channels of the body, especially the main channel, the spine; to develop a balance of strength and flexibility in the physical body; and to connect the movement of the body and the fluctuations of the mind to the rhythm of breathing. The focus centers on connecting the mind, the body, and breathing. This course is designed to reach a total mind-body workout which features functional strength, flexibility, muscle balancing, and relaxation.

REQUIREMENT

PWLA 1690 or equivalent must be taken before this class (or instructor approval). The instructor reserves the right to remove students from this class if they do not meet this requirement.

APPROACHES TO INSTRUCTION

Pedagogical methods for this course include small group activities, discussions, and active physical participation.

COURSE OBJECTIVES

1. Describe the history, terminology, and benefits of participating in hatha yoga.
2. Review and discuss proper equipment when practicing yoga.
3. Perform advanced physical exercise (asanas or postures) to practice yoga.
4. Review principles of alignment.
5. Perform advanced breathing/pranayama principles for the practice of yoga.
6. Practice connecting mind, body, and breathing by listening to the body, letting go of competition, judgment and expectation.
7. Compare and use relaxation techniques.
8. Learn and perform charkas.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Text: None required

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **CLASS PARTICIPATION 40% (80 POINTS):** In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:
 - Attend and sign in for all class sessions;
 - Be on time for class and not leave early;
 - Dress appropriately for scheduled activities;
 - Engage in activities fully with effort;
 - Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
 - Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.) (*Course Objectives: 2-3, 5-8*).

Evaluation of effort and conduct are based on the instructor's judgment (see Class Policies).

2. **WRITTEN ASSESSMENT & JOURNALING 30% (60 POINTS):** One online exam will be given in which students will demonstrate their knowledge of yoga history, terminology, philosophy, proper alignment and practice, body alignment, and techniques and poses. Exam questions will be multiple-choice and true/false and short answer. Students will also submit *five journal* entries outlining experiences with any of the 5 *yamas* ; non-violence, truthfulness, nonstealing, nonexcess, and nonpossessiveness, or 5 *niyamas* ; purity, contentment, self-disciplines, self-study, and surrender. Additional information will be disseminated in class. All entries are due by 4/15 but may be submitted at any time. (*Course Objectives: 1-2, 4, 7-8*).
3. **SKILLS EVALUATION 30% (60 POINTS):** The skills assessment will be based on the student's understanding and demonstration of the basic principles and alignments of the breathing techniques and basic yoga poses. The assessment will be scored using a three-level rubric (emerging, adequate, mastery). (*Course Objectives: 3 & 5*).

Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
Class Participation	80 pts. (40%)	Checklist, Rubrics & Instructor Observation	None	1/7 – 4/15
Yamas & Niyamas Five Journal Entries	30 pts. (15%)	Rubric	D2L (online) or Hard-copy	On or before 4/15
Written Exam	30 pts. (15%)	Cognitive Assessment	D2L (online)	Quiz 4/8 – 4/15 11:59pm – 11:59pm
Skills Evaluation	60 pts. (30%)	Objective Assessment & Rubrics	Hard-copy (In-class)	4/15

Grading

A = 200 – 180 points (90 – 100 %)

B = 179 – 160 points (80 – 89 %)

C = 159 – 140 points (70 – 79 %)

D = 139 – 120 points (60 – 69 %)

F = 119 or below (0 – 59 %)

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Attendance: Attendance: Only **two absences** are permitted regardless of purpose (except for University sponsored athletics). **Two and a half points** will be deducted from your total participation grade for each subsequent absence after two. Should a medical professional temporarily prohibit your participation, a written note is required upon returning to class. Students are expected to arrive on time and to attend each meeting of the class. It is disruptive to your classmates and the instructor when you arrive late to class and you will often miss important announcements. Tardiness to class will result in a **one point** deduction from your participation grade. The instructor appreciates being notified of any instance in which a student must leave class early. One point will be deducted from a student's daily grade for every incident of early departure. The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor's policies and the University's policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Attire: Students are required to dress in appropriate yoga attire. No street clothes or blue jeans will be permitted. Additionally attire should appropriately cover torsos. Yoga will be performed bare footed or in socks. No shoes can be worn during class workout sessions. Students should bring a hand towel to each class. Students will not be allowed to participate if inappropriate clothing is worn. This will count as an absence, even if the student is present.

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special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit/Make-up: Extra credit assignments or make-up participation will not be honored based on the cognitive, affective, and psychomotor objectives requiring students to fully utilize class time, environment, and experience.

Late Work: All assignments are due on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches.

Professional Conduct: Students are expected to give full effort in the daily assignment or activity. Students cannot expect to be given full credit for the day just by simply showing up. Maximum effort is expected daily. Students will have two points deducted from their participation grade if the instructor feels they are not putting forth 100% effort in the activity or assignment.

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OLD SYLLABUS

Intermediate Yoga – PWLA 2611

Semester/Year	Spring 2014
Time/Location	Tuesday/Thursday 4:00-4:50pm, Room 2117
Instructor	Jennifer K. Heidorn M.Ed <i>AFAA Primary Group Certified Instructor</i> <i>Yoga Fit Certified Instructor</i>
Office Location	Education Annex #104
Office Hours	Monday 12:00-4:00pm Tuesday 11:00-1:00pm (Coliseum #2115) Wednesday 1:00-3:00pm Thursday 11:00-1:00pm (Coliseum #2115) Friday by appointment
Telephone	Direct Line: 678-839-6182 Department Line: 678-839-6559
Email	jheidorn@westga.edu
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/ Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459

COURSE DESCRIPTION

This course is designed to review the history and terminology of yoga. The focus for this course, is teaching more advanced physical pose practice, teaching and communication skills, sequencing, positive affirmations/mantras, breathing/pranayama, and charkas. Postures designed to open the many channels of the body, especially the main channel, the spine; to develop a balance of strength and flexibility in the physical body; and to connect the movement of the body and the fluctuations of the mind to the rhythm of breathing. The focus centers on connecting the mind, the body, and breathing. This course is designed to reach a total mind-body workout which features functional strength, flexibility, muscle balancing, and relaxation.

REQUIREMENT

PWLA 1690 or equivalent must be taken before this class (or instructor approval). The instructor reserves the right to remove students from this class if they do not meet this requirement.

APPROACHES TO INSTRUCTION

Pedagogical methods for this course include small group activities, discussions, and active physical participation.

COURSE OBJECTIVES

1. *Describe the history, terminology, and benefits of participating in hatha yoga.*
2. *Review and discuss proper equipment when practicing yoga.*
5. *Perform advanced physical exercise (asanas or postures) to practice yoga.*
6. *Review principles of alignment.*
5. *Perform advanced breathing/pranayama principles for the practice of yoga.*
6. *Practice connecting mind, body, and breathing by listening to the body, letting go of competition, judgment and expectation.*
8. *Compare and use relaxation techniques.*
8. *Learn and perform charkas.*

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Text: None required

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **CLASS PARTICIPATION 40% (80 POINTS):** In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:
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2. **WRITTEN ASSESSMENT & JOURNALING 30% (60 POINTS):** One online exam will be given in which students will demonstrate their knowledge of yoga history, terminology, philosophy, proper alignment and practice, body alignment, and techniques and poses. Exam questions will be multiple-choice and true/false and short answer. Students will also submit *five journal* entries outlining experiences with any of the 5 *yamas* ; non-violence, truthfulness, nonstealing, nonexcess, and nonpossessiveness, or 5 *niyamas* ; purity, contentment, self-disciplines, self-study, and surrender. Additional information will be disseminated in class. All entries are due by 4/15 but may be submitted at any time. (*Course Objectives: 1-2, 4, 7-8*).
3. **SKILLS EVALUATION 30% (60 POINTS):** The skills assessment will be based on the student's understanding and demonstration of the basic principles and alignments of the breathing techniques and basic yoga poses. The assessment will be scored using a three-level rubric (emerging, adequate, mastery). (*Course Objectives: 3 & 5*).

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CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Attendance: Attendance: Only **two absences** are permitted regardless of purpose (except for University sponsored athletics). **Two and a half points** will be deducted from your total participation grade for each subsequent absence after two. Should a medical professional temporarily prohibit your participation, a written note is required upon returning to class. Students are expected to arrive on time and to attend each meeting of the class. It is disruptive to your classmates and the instructor when you arrive late to class and you will often miss important announcements. Tardiness to class will result in a **one point** deduction from your participation grade. The instructor appreciates being notified of any instance in which a student must leave class early. One point will be deducted from a student's daily grade for every incident of early departure. The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor's policies and the University's policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Attire: Students are required to dress in appropriate yoga attire. No street clothes or blue jeans will be permitted. Additionally attire should appropriately cover torsos. Yoga will be performed bare footed or in socks. No shoes can be worn during class workout sessions. Students should bring a hand towel to each class. Students will not be allowed to participate if inappropriate clothing is worn. This will count as an absence, even if the student is present.

Americans with Disabilities Act: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of

special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit/Make-up: Extra credit assignments or make-up participation will not be honored based on the cognitive, affective, and psychomotor objectives requiring students to fully utilize class time, environment, and experience.

Late Work: All assignments are due on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches.

Professional Conduct: Students are expected to give full effort in the daily assignment or activity. Students cannot expect to be given full credit for the day just by simply showing up. Maximum effort is expected daily. Students will have two points deducted from their participation grade if the instructor feels they are not putting forth 100% effort in the activity or assignment.

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. No assignments will be accepted via MyUWG email. Assignments will be either brought hard copy to class or posted in D2L as designated by the instructor.

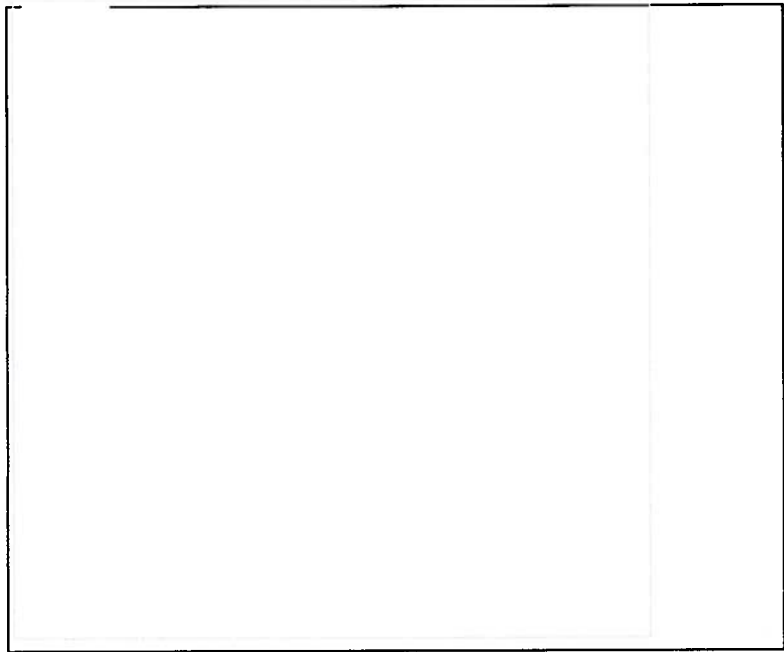
D2L: Students are responsible for accessing the instructor's D2L site to print course materials for use in class and as outside enhancement of in-class activities. These materials include but are not limited to the course syllabus and the course content outline. D2L will also be used for on-line quizzes and any reading assignments. D2L will also be used to post any announcements, disseminate PowerPoint lectures, class cancellations and grades.

CLASS OUTLINE

<i>Date</i>	<i>Content/Activity</i>	<i>Assignment</i>
T 1/7	<i>Introduction and Syllabus Review</i>	
R 1/9	<i>Seven Principles of Yoga Fit; Yoga Fit Essence; History; Breathing; Eight Limbs of Classical Yoga</i>	<i>Complete Health Form & Informed Consent</i>
T 1/14	<i>Yamas & Niyamas; Yoga Practice</i>	
R 1/16	<i>Full Yoga Practice</i>	<i>Journaling</i>
T 1/21	<i>Full Yoga Practice</i>	<i>Journaling</i>
R 1/23	<i>No Class – Conference (Share the Wealth)</i>	
T 1/28	<i>New Poses; Yoga Practice</i>	<i>Journaling</i>
R 1/30	<i>Full Yoga Practice</i>	<i>Journaling</i>
T 2/4	<i>Full Yoga Practice</i>	<i>Journaling</i>
R 2/6	<i>New Poses; Yoga Practice</i>	<i>Journaling</i>
T 2/11	<i>Full Yoga Practice</i>	<i>Journaling</i>
R 2/13	<i>Full Yoga Practice</i>	<i>Journaling</i>
T 2/18	<i>New Poses; Yoga Practice</i>	<i>Journaling</i>
R 2/20	<i>No Class- Conference (SDAHPERD)</i>	<i>Journaling</i>
T 2/25	<i>Full Yoga Practice</i>	<i>Journaling</i>
R 2/27	<i>Emphasis of Props; Yoga Practice</i>	<i>Journaling</i>
T 3/4	<i>New Poses; Yoga Practice</i>	<i>Journaling</i>
R 3/6	<i>Emphasis of Meditation; Full Yoga Practice</i>	<i>Journaling</i>
T 3/11	<i>Introduction of Chakras; Yoga Practice</i>	<i>Journaling</i>
R 3/13	<i>Emphasis of First Chakra; Full Yoga Practice</i>	<i>Journaling</i>
T 3/18	<i>No Class – Spring Break</i>	<i>Journaling</i>
R 3/20	<i>No Class – Spring Break</i>	<i>Journaling</i>
T 3/25	<i>Emphasis of Second Chakra; Full Yoga Practice</i>	<i>Journaling</i>
R 3/27	<i>Emphasis of Third Chakra; Full Yoga Practice</i>	<i>Journaling</i>
T 4/1	<i>Emphasis of Fourth Chakra; Full Yoga Practice</i>	<i>Journaling</i>
R 4/3	<i>Emphasis of Fifth Chakra; Full Yoga Practice</i>	<i>Journaling</i>
T 4/8	<i>Emphasis of Sixth Chakra; Full Yoga Practice</i>	<i>Journaling</i>
R 4/10	<i>Emphasis of Seventh Chakra; Full Yoga Practice</i>	<i>Journaling</i>
T 4/15	<i>Final Skill Analysis & Course Evaluations</i>	<i>Journaling</i>

This is a tentative class schedule. The instructor has the right to change if needed.

Course Update Request (Add, Delete, Modify)						
Originator						
Anthropology Department <small>Department</small>		College of Social Sciences <small>College</small>		Smallwood, Ashley <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
ANTH	4204	Ice Age Peoples of North America				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
<p>The goal of this course is to explore the contributions of archaeology, human genetics, paleoanthropology, linguistics, vertebrate paleontology, and paleogeography in peopling of the Americas research. We will discuss how the evidence provided by these disciplines is used in the search of Ice Age Americans.</p>						
Course Catalog Description						
3		3	Fall - 2014	Other	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites				Corequisites		
Rationale						
This course has been taught and filled two semesters so far. It will now be listed as an option for required Archaeology courses for a Major in Anthropology.						
Planning Info				Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy) Present or Projected Annual Enrollment: <input type="text" value="25"/>						



College Approvals

Lisa Gozon [APPROVED 2014-10-22]

Chair, Course Department

Amber Smallwood [APPROVED 2014-12-01]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-01-11]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Investigating the Ice Age Peoples of North America

Anth 4885/01

Dr. Ashley M. Smallwood

M/W 12:30-1:50 pm

Course Instructor

Contact Information: Dr. Smallwood; 678-839-6451 or contact me via CourseDen

Office Hours: MW 10-11:00 pm; Anthropology Building Rm. 5

TR 11-2 pm Waring Archaeological Lab (these appointments require CourseDen contact ahead)

Otherwise by appointment.

*Please contact me with CourseDen to arrange appointments. You can also stop in if my Anth office door is open.

Description

It is widely accepted that the first Americans came into the New World sometime before 12,000 years ago, when the earth was in an Ice Age. Beyond this, little is certain. Anthropologists use artifacts to piece together the story of who the initial colonists were, where they originated, when and how they got here, and how they adapted to their new landscape. The goal of this course is to explore the contributions of archaeology, human genetics, paleoanthropology, linguistics, vertebrate paleontology, and paleogeography in peopling of the Americas research. We will discuss how the evidence provided by these disciplines is used in the search of Ice Age Americans. In other words, how researchers use prehistoric *artifacts to build ideas* about the prehistory of America. How this course will unfold is outlined below.

Required Readings

Each class period's readings will be posted on CourseDen. Readings will be posted by the authors' last names and the year of publication. **Read all listed references before the corresponding class day. Be prepared to discuss or be quizzed on these readings in class.**

Learning Outcomes and Course Objectives

- Define current problems in the study of the Pleistocene dispersal of modern humans from the Old World to the New World.
 - When did humans colonize the Americas?
 - From where did they come?
 - What routes did they take?
 - What challenges did they face?
- Understand the major models used by anthropologists to explain the peopling of the Americas.
- Know and understand the contributions of the following areas of study involved in peopling of the Americas research: archaeology, human genetics, paleoanthropology, linguistics, vertebrate paleontology, and paleogeography.
- Demonstrate an understanding of theory formation and shifts in the discipline across time
- Write concise, organized, and mechanically correct papers that review and critique a specific topic or issue.
- Demonstrate an oral and written understanding of the course concepts through class discussion, exams, and a well-organized research paper.

*Note: this syllabus is subject to change. Any changes will be posted on CourseDen, and it will be your responsibility to read your CourseDen messages regularly.

Course Calendar

Date:	Topics and Required Readings
1/6	Course overview—Why does it matter?
1/8	From the Lost Tribes, to the Paleolithic, to the Paleoindians—Who were the first Americans? Meltzer, D. (2005) The Seventy-Year Itch: Controversies over Human Antiquity and Their Resolution. <i>Journal of Anthropological Research</i> 61(4):433-468 Nemecek, S. (2000) Who were the First Americans? <i>Scientific American</i> , November.
1/13	Dispersal of modern humans—Setting the stage for the Ice Age Goebel, T. (1999) Pleistocene Human Colonization of Siberia and Peopling of the Americas: An Ecological Approach. <i>Evolutionary Anthropology</i> 8(6):208–227. Goebel, T. (2007) The Missing Years for Modern Humans. <i>Science</i> 315:194-196.
1/15	The environmental setting for colonization—Why do Ice Ages happen? Powell, J.F. (2005) Chapter 5: The Pleistocene and Ice-age Environments. In <i>The First Americans: Race, Evolution, and the Origin of Native Americans</i> , pp. 103-114.
1/20	No class—MLK Day Holiday
1/22	Routes of colonization and theories of migration—Where did they come from? Anderson, D. and C. Gillam (2000) Paleoindian Colonization of the Americas: Implications from an Examination of Physiography, Demography, and Artifact Distribution. <i>American Antiquity</i> 65(1):43–66. Beaton, J. M. (1991) Colonizing Continents: Some Problems from Australia and the Americas. In <i>The First Americans: Search and Research</i> . Edited by T. D. Dillehay and D. J. Meltzer, pp. 209–230. CRC Press, Boca Raton, Florida. Stanford, D. and B. Bradley (2002) Chapter 9: Ocean Trails and Prairie Paths? Thoughts about Clovis Origins. In <i>The First Americans</i> , edited by N. Jablonski, pp. 255-272. <i>Memoirs California Academy of Sciences</i> , No. 27.
1/27	Biological and linguistic evidence—Who were they? Nichols, J. (2002) First American Languages. In <i>The First Americans: The Pleistocene Colonization of the New World</i> , ed. by Nina G. Jablonski, pp. 273–293. <i>Memoir of the California Academy of Sciences</i> , Number 27, San Francisco. Reich, D. et al. (2012) Reconstructing Native American Population History. <i>Nature</i> 00:1-6. Steele, D.G. and J.F. Powell (2002) Facing the Past: A View of the North American Human Fossil Record. In <i>The First Americans: The Pleistocene Colonization of the New World</i> , ed. by Nina G. Jablonski, pp. 93–122. <i>Memoir of the California Academy of Sciences</i> , Number 27, San Francisco.

- 1/29 **The earliest Ice Age Americans—Dating and evaluating sites**
- Fiedel, S. (2000) The Peopling of the New World: Present Evidence, New Theories, and Future Directions. *Journal of Archaeological Research* 8:39-103.
- Waters, M. (2000) Proving Pre-Clovis: Criteria for Confirming Human Antiquity in the New World. *Scientific American* 2: 47-49.
- 2/3 **The earliest Ice Age Americans—What's the evidence?**
- Jennings, T.A., and M. Waters (2014) Pre-Clovis Lithic Technology at the Debra L. Friedkin Site, Texas: Comparisons to Clovis through Site-level Behavior, Technological Trait-list, and Cladistic Analyses. *American Antiquity*. (in press)
- Morrow, J., S. Fiedel et al. (2012) Pre-Clovis in Texas? A Critical Assessment of the “Buttermilk Creek Complex.” *Journal of Archaeological Science* 39:3677-3682.
- Waters, M.R., S.L. Forman, T.A. Jennings, L.C. Nordt, et al. (2011) The Buttermilk Creek Complex and the Origins of Clovis at the Debra L. Friedkin Site, Texas. *Science* 331: 1599-1603.
- 2/5 **The Clovis record—What is Clovis?**
- Tankersley, Kenneth B. (2004) The Concept of Clovis and the Peopling of North America. In *The Settlement of the American Continents: A Multidisciplinary Approach to Human Biogeography*, edited by C. Michael Barton, Geoffrey A. Clark, David R. Yesner, and Georges A. Pearson, pp. 49-63. University of Arizona Press, Tucson.
- Waters, M.R. and T.W. Stafford (2007) Redefining the Age of Clovis: Implications for the peopling of the Americas. *Science* 315:1122-1126.
- 2/10 **Discussion/Synthesis**
- Goebel, T., Waters, M. and D. O'Rourke (2008) The Late Pleistocene Dispersal of Modern Humans in the Americas. *Science* 319:1497–1502.
- 2/12 **Exam 1**
- 2/17 **Clovis subsistence and megafaunal extinctions—Lecture and student debate!!**
- Dolan, Josh (2005) Re-wilding North America. *Nature* 436:913-914.
- Grayson, Donald K., and David J. Meltzer (2003) A Requiem for North American Overkill. *Journal of Archaeological Science* 30:585–593.
- Haynes, Gary (2007) A Review of Some Attacks on the Overkill Hypothesis, with Special Attention to Misrepresentations and Doubletalk. *Quaternary International* 169–170:84–94.
- Wolverton, Steve (2010) The North American Pleistocene Overkill Hypothesis and the Re-wilding Debate. *Diversity and Distributions* 16:874–876.
- 2/19 **Film—Last Extinction: What Killed the Mammoths?**
- 2/24 **Clovis settlement—How did they use the landscape?**
- Anderson, D. (1996) Models of Paleoindian and Early Archaic Settlement in the Lower Southeast. In *The Paleoindian and Early Archaic Southeast*, edited by David G. Anderson and Kenneth Sassaman, pp. 29-57. University of Alabama Press, Tuscaloosa.

Kelly, R. and L. Todd (1988) Coming into the Country: Early Paleoindian Hunting and Mobility. *American Antiquity* 53: 231-244.

2/26 **Clovis in the West—the archaeological record**

Beck, C. and G.T. Jones (2010) Clovis and Western Stemmed: Population Migration and the Meeting of Two Technologies. *American Antiquity* 75:81-116.

Bement, L. and B. Carter (in press) From Mammoth to Bison: Changing Clovis Prey Availability at the End of the Pleistocene. In *Clovis: Current Perspectives on Chronology, Technology, and Adaptations*, edited by A.M. Smallwood and T.A. Jennings. TAMU Press.

3/3 **Clovis in the East—the archaeological record**

Anderson, D. (2004) Paleoindian Occupations in the Southeastern United States. In *New Perspectives on the First Americans*, edited by B. Lepper and R. Bonnicksen, pp. 118-128. A Peopling of the Americas Publication.

Smallwood, Ashley M. (2012) Clovis Technology and Settlement in the American Southeast Using Biface Analysis to Evaluate Dispersal Models. *American Antiquity*.

3/5 **Ice Age peoples of Alaska and South America—Who were their neighbors?**

Hamilton, T. and T. Goebel (1999) Late Pleistocene Peopling of Alaska. In *Ice Age Peoples of North America*, edited by R. Bonnicksen and K.L. Turnmire, pp. 156-199. Center for the Study of the First Americans.

Dillehay, T. (1999) The Late Pleistocene Cultures of South America. *Evolutionary Anthropology* 7:206-216.

3/10 **Folsom, later fluted forms, and Dalton—Who came after?**

Stiger, M. (2006) A Folsom structure in the Colorado Mountains. *American Antiquity* 71:321-351.

Goodyear, A. (1982) The Chronological Position of the Dalton Horizon in the Southeastern United States. *American Antiquity* 47(2):382-395.

3/12 **Discuss research topics: Meet at the library**

**Come prepared to discuss your research topic with an outline or abstract; learn about researching with databases, finding credible sources, and documenting sources **

3/17 & 3/19 **Spring Break**

3/24 **Archaic peoples—Who came after?**

Sherwood, S. and J. Chapman (2005) The Identification and Potential Significance of Early Holocene Prepared Clay Surfaces: Examples from Dust Cave and Icehouse Bottom. *Journal of Southeastern Archaeology* 24: 70-82.

****RESEARCH REFERENCES, OUTLINE, and DRAFT DUE IN CLASS****

3/26 **The Kennewick Man—Who owns the past?**

Review information about the case on the NOVA website

3/31	Honors Convocation—No afternoon classes
4/2	Discussion/Synthesis Anderson, D. and K. Sassaman (in press) Chapter 2: Pioneers and Colonists of the Late Pleistocene and Early Holocene. In <i>Recent Developments in Southeastern Archaeology</i> , pp. 52-84.
4/7	Exam 2
4/9	Writing Day—Finalize Papers for Friday submission!
4/10	***RESEARCH PAPERS DUE (Turn in by noon!!!)***
4/14	Student Research Presentations ** We will sign up for presentation times**
4/16	Student Research Presentations
4/21	No class—Final Exam week begins
4/23	<i>Do not meet in class for final—Online Evaluation</i>

Course Structure

Exams (2; each worth 25%)

Class meetings will consist primarily of lecture and group discussions. There will be **two exams** in this class, **Exam 1** and **Exam 2**. The second exam will not be cumulative. Additional details will be covered as the exam draws near, but exams will typically include the following: map questions, multiple-choice, identification/short answer, and a brief essay. Exams will draw heavily from lectures and readings, so **to do well you must attend class and keep up with the reading assignments**. This is a required responsibility! Make-up exams require valid university-approved excuses. You must schedule your make up exam **within one week** of the original test date.

Participation (5%) and Pop Quizzes (5; 5%)

I will evaluate your participation in class in two ways. First, I expect you to attend every class and come prepared to make meaningful **contributions in class discussion**. Second, I will be giving **5 announced pop quizzes** throughout the course to ensure you are understanding the course material and attending class. **These quizzes will focus on readings. Sorry, there will be no make-up quizzes.**

Research References, Outline, and Drafting (10%)

You are required to turn in an annotated bibliography with at least 5 references formatted in *American Antiquity* style and annotated, an outline of your research paper, and at least your first page of writing. This is your chance to get feedback from me prior to final submission. Take advantage of this opportunity!

Research Paper (25%)

Finally, you will also need to prepare a 7-page **research paper** (not including references or images, double-spaced, 12-point font) on a topic related to the course. This paper should be original research that demonstrates competency in the course's content and more thoroughly investigates a topic or question discussed in this course. We will discuss potential paper topics in class. I also suggest making appointments

with me to work through your ideas. Papers will be in the style of *American Antiquity* (consult the Style Guide on the SAA web page (<http://saa.org/AbouttheSociety/Publications/StyleGuide/>), paying careful attention to title, abstract, headings, subheadings, and bibliographic style. Papers will be evaluated for content and mechanics. Final papers are due in my office on **April 11 by noon. Sorry, late papers will not be accepted. Please start researching and writing early!**

Research Presentation (5%)

You will need to prepare a **5-minute presentation with visual aids** (e.g., powerpoint slides) describing your research paper. I expect that you will describe your research question with background, the debate surrounding it, and your take on the debate with lines of evidence showing how you developed your hypothesis. I will provide more details on the presentation as the date approaches.

Scoring for this class is outlined below:

Exam 1	25%
Exam 2	25%
Attendance/participation:	5%
Pop Quizzes	5%
Research References/Draft	10%
Research Paper	25%
<u>Research Presentation</u>	<u>10%</u>
Total	100%

Grading Scale

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and below.

Hint: to calculate your final score, take any given score and multiply it by the amount it is worth. For example, if you received an 80 on the Midterm Exam, you multiply 80 x .25 for a total of 20 points towards your final score. Add these amounts up for your total grade points.

Attendance

Success in this course will not be possible without access to the online readings and participation in all activities. Please discuss any concerns you have about this course with the instructor ASAP (by the second week of class). **Students with more than two absences will lose earned participation points.** Please note how I define an absence: (1) not coming to class; (2) arriving late to class; (3) leaving class early; (4) sleeping or doing other non class related activities during class. You have 2 absences, please use them judiciously. If you miss class, it is your responsibility to get the notes from a classmate.

One credit is equal to 50 minutes "seat/instructional" time and 2 hours of student work outside of class per week. For a three hour class (such as this one), you are expected to engage in at least 6 hours of work per week outside of class over the course of the semester (completing reading assignments and studying).

Academic Dishonesty

Academic dishonesty will NOT be tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. See <http://www.westga.edu/undergrad/1762.htm>

Academic Conduct

Exercising personal freedom is an appealing part of college life. In order to create an atmosphere where individual expression and social interchange are both respected, please observe the following: (1) address each other with respect, (2) contribute to discussions, and (3) stay focused on the topic being discussed. Mute your cell phones, and respect your class mates, do not use them in class, unless you have an emergency. I also ask that you treat your classmates with respect in discussions. If you are disrupting our discussion, I will have to ask you to leave.

Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php

Equal Opportunity Statement

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

Students, please carefully review the following information at this link:

http://www.westga.edu/assctsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Program View Request (Read-Only)	
Originator College of Social Sciences Anthropology Department Gezon, Lisa College Department Originator	
Action Modifications <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="text"/> Senate Action Item (See Procedure)	
Program Selection College of Social Sciences Bachelor of Science with a Major in Anthropology College Program Bachelor of Science with a Major in Anthropology On Campus Undergraduate Program Name Program Location Degree Level Bachelor of Science Spring 2015 Degree Name Effective Semester/Year	
Modification Details ANTA (Archaeology options): • Delete: 3184, 3156, 3105, 4115, 4117, 4160 • Add: 4120, 4201, 4202, 4203, 4204 (pending), 4205 (pending) • Keep: 4181 ANTC (Cultural Anthropology options): • Delete: 3180 • Add: 4132, 4130, 3170 • Keep: 3186, 4134, 4144, 4155, 4170 ANTP (Physical Anthropology options): • Delete: 3106 • Add: 3110 • Keep: 4125, 4150, 4165 The new major form has been attached	Rationale This modification is an update that allows the major to keep up with course deletions and additions.
(Max 4000 characters)	(Max 4000 characters)
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 100	Comments (Max 4000 characters)
(Max 4000 characters)	(Max 4000 characters)
College Approvals	Cross Listing Approvals

<p><u>Lisa Gezon</u> [APPROVED 2014-10-09] Chair, Course Department</p> <p><u>Amber Smallwood</u> [APPROVED 2014-10-29] Coordinator, COSS Executive Committee</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Julia Farmer</u> [APPROVED 2016-01-11] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

ANTHROPOLOGY BS MAJOR

Anthropology 1-B – 678-839-6455

<http://www.anthropology.westga.edu>

Learning Outcomes

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

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

B.S. DEGREE WITH A MAJOR IN ANTHROPOLOGY

Hours

Core Areas A through E (see pages 122-28 of Undergraduate Catalog)

42

Core Area F, Major Specific Courses

18

ANTH 1102 (*Introduction to Anthropology*)

3

Choose two: ANTH 2001; ANTH 2002; ANTH 2003

6

Remaining Hours selected from:

9

1000 or 2000-level courses from Anthropology, Biology, Computer Science, Economics, Foreign Language, Geography, Geology, History, Sociology, Political Science, Mathematics, Philosophy, Psychology, Statistics (no more than three of these hours may be ANTH)

Requirements for the Major

Major Courses Required

29

Anthropological Thought (ANTH 4100)

3

Archaeology

Choose 1: (ANTH 4120; ANTH 4181, ANTH 4201; ANTH 4202;

3

ANTH 4203; ANTH 4204, 4205)

Linguistics (ANTH 4173-*Language and Culture*)

3

Physical Anthropology (ANTH 3110; ANTH 4125

ANTH 4150; ANTH 4165)

3

Cultural Anthropology

Choose 1: (ANTH 3170; ANTH 3186; ANTH 4130; ANTH 4132; ANTH 4134;

3

ANTH 4144; ANTH 4155; ANTH 4170)

Methods Course

Choose 1: (ANTH 3188; ANTH 4102; ANTH 3250)

4

Anthropology Capstone (ANTH 4184)

1

Anthropology Upper Division Electives Numbered 3000 or higher

9

Minor or Electives (12 of these hours must be at or above the 3000 level)

31

TOTAL

120

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY

Students with majors in other disciplines may complete a Minor in Anthropology.

Anthropology Minor requires 18 hours of Anthropology courses distributed among

the following: ANTH 1102; either ANTH 2001 or 2002 or 2003 ; and 12 hours at the 3000-4000 level.

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

<p><u>David Jenks</u> [APPROVED 2014-10-30] Chair, Course Department</p> <p><u>Amber Smallwood</u> [APPROVED 2014-12-01] Coordinator, COSS Executive Committee</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Julia Farmer</u> [APPROVED 2016-01-11] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

B.S. Degree with a Major in Criminology

To be admitted into the B.S. program in Criminology, students must first complete Core Areas A-E with a GPA of 2.0. To graduate with a degree from this program students MUST receive a grade of "C" or better in [CRIM 3240](#), [CRIM 4284](#), [CRIM 4000](#) and [CRIM 4003](#). The B.S. in Criminology is also offered online.

Learning Outcomes for Criminology Students

- Knowledge of the main theories in criminology that offer various ways of understanding why people commit crime.
- Knowledge of the basic research methods in the social sciences.
- Knowledge of career options in criminology/criminal justice, including the pursuit of advanced degrees.

Requirement	Hours
Core Areas A, B, C, D, E on page 105	42
Core Area F – Major Specific Courses	18
CRIM 1100	3
CRIM 2000 and one of the following: ANTH 1102 , PSYC 1101 , SOCH 1160 ,	36
Three Four of the following:	129
CRIM 2245 , CRIM 2272 , CRIM 2273 , CRIM 2274 , CRIM 2275	
Major Courses:	48
CRIM 4000 , CRIM 3240 , CRIM 4284	9
CRIM 4003	3
One course from each area below:	15
a. Global: CRIM 4911 , CRIM 4248 ,	
b. Diversity: CRIM 4231 , CRIM 4279 , CRIM 4650	
c. Justice: CRIM 3241 , CRIM 4293 , CRIM 4712 , CRIM 4277	
d. Violence: CRIM 4233 CRIM 4232 , CRIM 4200	
e. Ethics: CRIM 4230 CRIM 4211	
Upper Division Criminology Courses	12
Non-Criminology Courses at Any 3000 or 4000 level course (may be shared with a minor) (subject to departmental approval)	9
Electives	12
TOTAL	120

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

Addendum III

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Instruction Department	College of Education College	Huss, Robyn Originator
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Action

Add
 Modify
 Delete

Prerequisites
 Description
 Title
 Credit
 See Comments

[\(See Procedures\)](#)

Course Details

SEED 7560 Contemporary Issues in Secondary Education

Prefix Number Course Title

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public secondary schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

Course Catalog Description

3.00 Lec Hrs		3.00 Credit Hrs	Spring - 2015 Effective Term	Yearly Frequency	Letter Grade Grading
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Prerequisites

Corequisites

Rationale

SEED 7560 is being added for use at the MEd level as a new program requirement. This course is aligned with the MEd program goals (NBPTS) as outlined in Tk20 for SACS and CAEP. The key assessment deals with NBPTS and the correlation with the question on Comprehensive Exams that deals with trends and issues, which is one-third of the Comprehensive Exam score. This course will also be listed as an elective choice for the SEED MAT program.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 20

Comments

See attached document for syllabus.

College Approvals

Frank Butts [APPROVED 2014-10-13]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-30]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-01-15]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

SEED 7560 Contemporary Issues in Secondary Education

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone: Direct:
 Department:

E-mail:

Fax:

Online SupportD2L Home Page
<https://westga.view.usg.edu/>D2L UWG Online help
<http://uwgonline.westga.edu/students.php>D2L 24 hour Help
<https://d2lhelp.view.usg.edu/>UWG Distance Learning
<http://uwgonline.westga.edu/>Distance Learning Library Services
<http://libguides.westga.edu/content.php?pid=194430>Resources for Distance & Off-Campus Students
<http://libguides.westga.edu/content.php?pid=194459>Ingram Library Services
<http://www.westga.edu/library/>University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public secondary schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

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 [National Board of Professional Teaching Standards (NBPTS)] also are incorporated as criteria against which candidates are measured.

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

APPROACHES TO INSTRUCTION

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

Insert the information in quotation marks for all classes with an online component (removing the information in parentheses and inserting the percentages applicable to your class in the blanks). A calendar to calculate the minutes based on the percentage the course is online may be found at <http://uwgonline.westga.edu/minutes-calculator.php>

This course will be delivered approximately 95% online. This requires the equivalent of 2138 minutes of instruction (seat-time) and an additional 4275 minutes of supporting activities online or on your own. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent	
Discussion posts and reflections	2000	minutes
Audio/video instruction	275	minutes
Written assignments	2000	minutes
Independent work	1898	minutes
Seat Work	240	minutes

COURSE OBJECTIVES

Students will:

1. investigate the philosophical foundations of secondary education as a means to ground contemporary issues
(Dewey, 1938; Evers, 2010; Ornstein, Pajak & Ornstein, 2011);
(*Leading, Culturally Sensitive, Knowledgeable, Reflective; NBPTS 1-5*)
2. review social, political, pedagogical, and subject matter issues and explore how these impact secondary education
(Greene, 1995; Evers, 2010; Ornstein, Pajak & Ornstein, 2011);
(*Decisive, Leading, Adaptive, Culturally Sensitive, Knowledgeable, Reflective; NBPTS 1-5*)
3. investigate and prepare to discuss/debate from multiple perspectives issues that affect secondary education
(Evans, 2002; Kauchak & Eggen, 2003; Kellough, 1994; Mazurek, Winzer and Majorek, 2000; Wilen, Bosse, Hutchison & Kindsvatter, 2003);
(*Decision Makers; Culturally Sensitive; Reflective; NBPTS 1-5; NCSS 1-5*)
4. research a controversial issue from the past and relate it to present arguments over curriculum, (various journals);
(*Adaptive; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 1-5; NCSS 1-5*)
5. explore instructional practices which are conducive to student learning in the secondary schools; investigate research on successful practice; and, postulate why these ideas may or may not be implemented
(Evans, 2002; Kauchak & Eggen, 2003; Kellough, 1994; Mazurek, Winzer and Majorek, 2000; Wilen, Bosse, Hutchison & Kindsvatter, 2003);
(*Lifelong Learners; Knowledgeable; Reflective; NBPTS 1-5; NCSS 1-5*)
6. denote the relationship of secondary school issues to students' varying needs
(Banks & Banks, 2010; Evers, 2010; Chen, Moran & Gardner, 2010; Ornstein, Pajak & Ornstein, 2011).
(*Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; NBPTS 1, 2, 3, 4, 5*)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Ornstein, A. C., Pajak, E. F. & Ornstein, S.B. (2011). *Contemporary issues in curriculum* (5th ed.). Boston, MA: Allyn & Bacon.

References:

Banks, J., & Banks, C. (2010). *Multicultural education: Issues and perspectives* (7th ed). Boston, MA: Wiley & Sons. Bruner, J. S. (1960). *The process of education*. Cambridge: Harvard University Press.

- Chen, J., Moran, S., & Gardner, H. (2010). *Multiple intelligences around the world*. Cambridge, MA: Project Zero.
- Dewey, J. (1938). *Experience an education*. New York: Macmillan.
- Evans, L. (2002). *Taking sides: Clashing views on controversial issues in secondary education*. Guilford, CT: McGraw-Hill/Dushkin
- Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco, CA: Jossey-Bass Publications.
- Hirsch, E.D. (1996). *The schools we need and why we don't have them*. New York: Doubleday.
- No Child Left Behind*. (2001). Washington, DC: U. S. Department of Education.
- Noddings, N. (1992). *The challenge to care in schools*. New York: Teachers College Press.
- Noll, J. W. (Ed.). (2007). *Taking sides: Clashing views on educational issues* (14th ed.). Guilford, CT: McGraw Hill/Dushkin.
- Sanborn, R., Santos, A., Montgomery, & Caruthers, J. B. (2005). Four scenarios for the future of education. *The Futurist* (January-February), 26-30.
- Ornstein, A. C., Pajak, E. F. & Ornstein, S.B. (2011). *Contemporary issues in curriculum* (5th ed.). Boston, MA: Allyn & Bacon.
- Tyler, R. (1969/1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments

- Attendance and Participation:** Attendance at one face-to-face meeting, at all online discussions, and on the two Google Hangouts is expected. The following rubric describes how this grade will be calculated: **(100 points) Calculated in Gradebook.**

1-20	21-40	41-60	61-80	81-100
Did not participate, but attended.	Attended and participated, but did not express multiple perspectives.	Attended and participated, but lacked knowledge of reading.	Attended and participated with own opinion	Attended and participated at a level of conversation that demonstrated mastery of the reading, as well as personal opinions.

2. **Key Assessment for all M. Ed. Candidates.** Using the National Board of Professional Teaching Standards' Propositions, http://www.nbpts.org/sites/default/files/documents/certificates/what_teachers_should_know.pdf, write a paper, approximately 10 pages in length, describing how you exemplify each of the five. Be sure to read the entire document. If you do, you should have no problem writing about how you are the kind of teacher that is an example of these five propositions. More information will be provided in the face-to-face (F2F) meeting. This should be loaded to Tk20 in your portfolio there. The rubric for grading is also there. **(100 points)** *(Course Objectives 1-6)*
3. **Discussion Boards.** Follow the guidelines in D2L. **(420 points)** *(Course Objectives 1-6)*
4. **Google Hangouts.** There are two of these. Follow the directions listed in D2L for each one. More about Hangouts in the initial meeting. One will be a simulation of a debate with each of you assigned a different perspective. The other one focuses on technology and its impact on your school. What is working and what is not. **(200 points)** *(Course Objectives 2, 3, 4)*
5. **Final:** There will be no test. The final is a Retrospective Paper. The instructions will be posted on Course Den. **(200 points)** *(Course Objectives 1-6)*
6. **Optional Assignments: You must do four of the six! (200 points)** *(Course Objectives 1-6).*

Philosophy Paper -- Write your philosophy of classroom communication and decision-making in a paper of 2-5 pages. **(50 points). Deposit in Dropbox.**

Interview -- Interview someone who has taught or attended secondary school in another country. Prepare a list of questions (6-8) to ask. On your conversation, probe to find out what methods were used to teach in the other culture. Summarize your conversation in a brief (1-3 page) paper. **(50 points). Deposit in Dropbox.**

Standards Paper -- Imagine that there were no state standards and no textbooks. Outline how one of your courses would be designed. There will be a high stakes test at the end of the year. **(50 points). Deposit in Dropbox.**

Metaphor Paper -- Design a metaphor for today's multicultural society. Once, in the 1920's Israel Zangwill called us a "melting pot." That is inadequate today. In his play, everyone was "Americanized." They changed their names, their language, their clothing, their cultural practices, e.g., what they ate, so that they looked like "Americans." Develop a paper (2-3 paragraphs) describing a metaphor for our diverse society. **(50 points). Deposit in Dropbox.**

Strategy -- Choose a strategy from your classroom curriculum. Describe it briefly. How could you add moral or character education activities to embellish it to reflect knowledge, skills, and dispositions? **(50 points). Deposit in Dropbox.**

Tracking -- Write a 3-5 page paper on tracking. Describe how it is used in schools and discuss pros and cons per your literature review. **(50 points). Deposit in Dropbox.**

Assignment	Points	Due Date
Attendance	100	
NBPTS Paper (Key Assessment) (Tk20)	100	
Discussion Boards	420	
Google Hangouts	200	
Retrospective Paper	200	
Philosophy Paper	50	
Interview	50	
Standards Paper	50	
Metaphor Paper	50	
Strategy/Tracking Paper	50	

Evaluation Procedures:

Attendance	100 points
NBPTS Paper	100 points
Discussion Boards	420 points
Google Hangouts	200 points
Retrospective Paper	200 points
Optional Papers	200 points
Philosophy Paper	
Interview	
Standards	
Metaphor	
Strategy	
Tracking	
TOTAL	1220 points

Grading Policy:

A	=	90-100
B	=	80-89
C	=	70-79
F	=	below 70

CLASS OUTLINE

More detailed instructions are provided by each assignment in D2L, as well as a collection of rubrics for all of the assignments.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf), http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Attendance: Attendance is expected.

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

Extra Credit: There is no extra credit.

Professional Conduct: Describe class, departmental or personal policy regarding expectations for professional conduct

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Instruction Department College of Education Nixon, Andy

Department: Leadership and Instruction College: College of Education Originator: Nixon, Andy

Action

Add Modify Delete

Modifications

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

Course Details

EDLE 8305 Residency Course: Effective Management to Promote Stud

Students study and apply principles of effective operations and performance management in K-12 schools. Using ethical principles and professional norms as the conceptual framework, students explore efficient and effective organizational functions in personnel management, safety and emergency preparedness, administration of resources, and the use of technology to improve operations. Students will demonstrate proficiency by completing performance-based tasks.

Course Catalog Description

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

Prerequisites

Corequisites

Large empty text area for prerequisites and corequisites.

Rationale

Large empty text area for rationale.

Planning Info

Library Resources are Adequate Library Resources Need Enhancement Is this a SACS substantive change? NO Present or Projected Annual Enrollment: 40

Comments

Large empty text area for comments.

The current (2014-2015) UWG Ed. S. degree and certification program does not adequately and systematically address all of the Educational Leadership Standards. Based on our curricular mapping, we believe that by dividing the three current 6 credit residency courses (EDLE 8301, 8302, & 8303) into six three-credit courses is the best way to ensure we address all standards deeply. The current six credit residency course requires students to both learn multiple standards and to practice them in a lab setting. The result is that some standards are not taught or are taught only superficially. Currently, new Educational Leadership Standards are being developed. The outcome will result in additional standards, which magnifies the need to make the proposed changes. The proposed new courses and revisions are based on the new standards.

Another advantage of the change of splitting the 6 credit course into two 3 credit courses is that more UWG students will be able to take EDLE courses. Currently, only EDLE students interested in Georgia certification can take these courses. This should improve credit hour production.

This proposed new course (EDLE 8305), takes content and field experiences from the current Residency Courses (EDLE 8301, 8302, & 8303) and better defines what is taught when.

College Approvals

Frank Butts [APPROVED 2014-11-20]
 Chair, Course Department

Rebecca Stanard [APPROVED 2014-12-01]
 Associate Dean, College of Education

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-01-15]
 Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
 Final Approver

**Residency Course: Effective Management to Promote Student Learning
EDLE 8305**

Credit Hours 3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone Direct Line:
 Department Line:

Email

Online Support

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

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

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

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

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

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

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

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

COURSE DESCRIPTION

Students study and apply principles of effective operations and performance management in K-12 schools. Using ethical principles and professional norms as the conceptual framework, students explore efficient and effective organizational functions in personnel management, safety and emergency preparedness, administration of resources, and the use of technology to improve operations. Students will demonstrate proficiency by completing performance-based tasks.

COE Vision

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

COE Mission

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

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

APPROACHES TO INSTRUCTION

This course includes a combination of synchronous and asynchronous online learning strategies. In all instances, theory and practice will be blended to create the most authentic learning experiences possible. I will employ case studies, projects, small group discussions, discussion boards, and large group discussions.

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

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

Activity	Instructional Equivalent
Discussion posts	750 minutes
Audio/video/live instruction	750 minutes
Online assignments	750 minutes

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

COURSE OBJECTIVES

Students will:

1. Understand and practice effective principles in human resources management, including recruiting, hiring, supporting, and retaining high performing teachers (Clement, 2009; Koenigsnecht, 2004; Rebore, 2014); (ISLLC Standard 2; FE 3)
2. Practice, model, and demonstrate legal and ethical behavior and valid systems of performance management (Buskey & Pitts, 2009; Fullan, 2003; Georgia Code of Ethics, 2014; Starratt, 2009); (ISLLC Standard 9; FE 8)
3. Appraise and develop school safety and emergency preparedness policies and procedures (Guide for Developing High-Quality School Emergency Operations Plans, 2013; School Safety Assessment 2014); (ISLLC Standard 8; FE 9)
4. Review and evaluate school processes and operations to ensure impact, efficiency, safety, and effective use of resources (Guide for Developing High-Quality School Emergency Operations Plans, 2013; School Safety Assessment 2014); (ISLLC Standard 8; FE 10)
5. Effectively communicate and advocate within the larger political, legal, and economic contexts (Fullan, 2003); and (ISLLC Standards 1, 7, 8, 9; FE 14)
6. Uses technology and other tools to collect data to identify goals, assess organizational effectiveness, and promote organizational operations to advance student learning (ISTE, 2014); (ISLLC Standard 1; FE 10).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) None

Suggested Text(s) None

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at
<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe.

For more information about this resource, see

http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References

Buskey, F., & Pitts. E. (2009). Training subversives: The ethics of leadership preparation. *Phi Delta*

Kappan, 91(3), 57-61.

Clement, M. (2009). Hiring highly qualified teachers begins with quality interviews. *Phi Delta Kappan*, 91(2), 22-25.

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

Georgia Code of Ethics for Educators. (2014). Available at

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

Guide for Developing High-Quality School Emergency Operations Plans. (2013). United States Department of Education, Washington, DC. <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CurriculumInstruction/Documents/Guide%20for%20Developing%20High-Quality%20School%20Emergency%20Operations%20Plans.pdf>

Interstate School Leaders Licensure Consortium (ISLLC). (2014). Washington, DC: Council of Chief of State Officers.

International Society for Technology in Education (ISTE) Standards for Administrators. (2014).

Available at <http://www.iste.org/standards/standards-for-administrators>

Koenigsknecht, S. (2006). Stacking the deck during interviews. *School Administrator*, 63(6), 55.

Rebore, R. (2014). *Human resources administration in education: A management approach (10th ed.)*.

Boston: Allyn and Bacon.

School Safety Assessment. (2014). Georgia Department of Education. Atlanta, GA.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/School%20Safety%20Assessment.pdf>

Starratt, R. (2009). *Ethical leadership*. San Francisco: Jossey-Bass.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING Assignments

All assignments are developed fully on Course Den, including learning objectives and scoring rubrics.

1) Develop a comprehensive safety and emergency preparedness plan for your school setting. (Course Objectives 3, 4 ; FE 9) **350 of 1000 points**

2) Complete a review of teacher recruitment, induction, and retention outcomes in your district. Prepare a report for your supervisor and other relevant stakeholders. (Course Objectives 1, 2 ; FE 3) **150 of 1000 points**

3) Complete a self-assessment reflection to share with your supervisor which demonstrates your openness, transparency, and ethical behavior as you promote the success and well-being of every student. (Course Objectives 2, 5 ; FE 8) **100 of 1000 points**

4) Complete an analysis of your school's operational procedures. Offer commendations and suggestions as per the posted assignment sheet, including areas of strength and opportunities using technology. (Course Objective 4 ; FE 9, 10) **200 of 1000 points**

5) Course Discussions and Case Studies. Students will complete case studies and discussions as listed in the Course Den modules. (Course Objectives 1-5 ; FE 3, 8, 9, 10, 14) **200 of 1000 points**

Evaluation Procedures

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

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

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

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

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- An actively engaged instructor
- Turning in assignments on time
- Arriving and leaving online classes at the prescribed times
- Treating classmates, colleagues, and the instructor with respect in and out of the class
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses.

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

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. Please check D2L email each day for updates.

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

CLASS OUTLINE

The class outline will be posted on Course Den.

<p>Frank Butts [APPROVED 2014-10-23] Chair, Course Department</p> <p>Rebecca Stanard [APPROVED 2014-11-05] Associate Dean, College of Education</p>	<p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Susan Welch [APPROVED 2016-01-16] Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

**MASTER OF EDUCATION
SECONDARY EDUCATION
ADVISEMENT SHEET**

Name: _____ ID# 917

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Work Phone: _____ Initial Assessment Date: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
_____ Undergraduate Degree with 2.7 GPA	_____ Initial Advising
_____ Teaching Certificate	_____ Dept. Comprehensive Exam
_____ Date Admitted to Graduate Studies	_____ Application for Graduation

Certification Note: Visit the “Ga. Professional Standards Commission’s new Certificate Upgrade Advisor” at http://www.gapsc.com/commission/policies_guidelines/UpgradeUtility/Upgrade_Initial.aspx to find out which degree programs at UWG qualify you for a pay increase.

Program Notes

- Content courses must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement.
- Admission to this program requires a Level 4 Secondary clear professional teaching certificate.
- If not taken earlier, either SPED 3715 The Inclusive Classroom: Differentiating Instruction or SPED 6706 Special Education in the Regular Classroom must be completed to meet Georgia certification requirements.
- It is the student’s responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
- With the advisor’s permission, up to nine semester hours of credit may be transferred from an accredited institution. Transfer credit must carry at least a grade of B. The suitability of the course for transfer is the decision of the advisor.
- Students must meet all requirements imposed by the Office of Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
- Students will be required to take a comprehensive examination or complete a comprehensive activity.
- Students are required to purchase a TK20 account, where all relevant course and program assessment information will be stored.

**MASTER OF EDUCATION
SECONDARY EDUCATION
PLAN OF STUDY**

Name: _____

ID#: 917- _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB		
Professional Education	15			Content Choices	
1. CEPD 6101 Psychology of Classroom Learning *	3				
2. SEED 7500 Diverse Classrooms in a Pluralistic Society *	3				
3. SEED 7560 Contemporary Issues in Secondary Education *	3				
4. CURR 6575 Curriculum Trends and Issues *	3				
5. EDLE 6341 Using Data to Improve the School *	3				
Content Specialization	12				
1. SEED 7265 Advanced Instructional Strategies for the 21 st Century Classroom *	3				
2.	3				
3.	3				
4.	3				
Research	3				
1. EDRS 6342 School and Classroom Assessment *	3				
Comprehensive Examination	0				
1. SEED 7200 Comprehensive Exam for the MEd Program **	0				
Total Program	30				

* These courses are taught 95-100% online.

** SEED 7200 is taken during the final semester of the program.

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

Master of Education
Secondary Education
Rationale for Program Revision Fall 2014

Professional Education

1. This line item (CEPD 6101) remains unchanged.
2. Courses in this line item that have never been offered online are being eliminated to promote a program that appeals to distance students. Additionally, requiring SEED 7500 is a critical component for supporting the diversity of today's classrooms.
3. SEED 7560 Contemporary Issues in Secondary Education is new course (revised from the former 8260 in the deactivated EdS program) for use at the MEd level; the title, course description, and objectives have also been changed to reflect updated course content. This course is aligned with the MEd program goals (NBPTS) as outlined in Tk20 for SACS and CAEP. The key assessment of this course deals with NBPTS and the correlation with the question on Comprehensive Exams that deals with trends and issues, which is one-third of the Comprehensive Exam score. This course will also be listed as an elective choice for MAT students. Refer to the specific course change request for more details.
4. CURR 6575 is a newly established COE course designed to streamline curriculum course offerings across MEd programs and is replacing SEED 7271 as a requirement.
5. EDLE 6341 is an existing course and is being added to this program due to the current trend in data-driven policies that affect public schools. This is a more valuable element to the program than an elective because it provides content applicable toward a Teacher Leader Endorsement for the Georgia Tier 4 teaching certificate, effective July 1, 2015.

Content Specialization

1. SEED 7265 is a proposed new course. The Advanced Instructional Strategies courses that have subject-specific titles are being replaced by this combined course to streamline best-practice approaches to teaching. This course will also be listed as an elective choice for MAT students. Refer to the specific course add request for more details.

Research

1. EDRS 6342 is being added to this program as a replacement for the former research course requirements because it better fits the needs of teachers due to the current trend in data-driven public school classrooms and because it provides content applicable toward a Teacher Leader Endorsement for the Georgia Tier 4 teaching certificate, effective July 1, 2015.

Comprehensive Exam

1. This newly established 0-credit course is being added to the program sheet to ensure that all MEd students are aware of the comprehensive exam component and to formalize this long-standing program requirement.

**MASTER OF EDUCATION
SECONDARY EDUCATION
ADVISEMENT SHEET**

Name: _____ ID# 917 _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Work Phone: _____ Initial Assessment Date: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
_____ Undergraduate Degree with 2.7 GPA	_____ Initial Advising
_____ Teaching Certificate	_____ Dept. Comprehensive Exam
_____ Date Admitted to Graduate Studies	_____ Application for Graduation

Certification Note: Visit the “Ga. Professional Standards Commission’s new Certificate Upgrade Advisor” at http://www.gapsc.com/commission/policies_guidelines/UpgradeUtility/Upgrade_Initial.aspx to find out which degree programs at UWG qualify you for a pay increase.

Program Notes

- Content courses must be taken in the area of certification. Advanced Instructional Strategies must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor.
- Admission to this program requires a Level 4 Secondary clear professional teaching certificate.
- If not taken earlier, SPED 2706, Introduction to Special Education, must be completed to meet Georgia certification requirements.
- It is the student’s responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
- With the advisor’s permission, up to nine semester hours of credit may be transferred from an accredited institution. Transfer credit must carry at least a grade of B. The suitability of the course for transfer is the decision of the advisor.
- Students must meet all requirements imposed by the Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
- Student will be required to take a comprehensive examination or complete a comprehensive activity.
- Student is required to purchase a TK20 account, where all relevant course information will be stored.

Revised May, 2013

**MASTER OF EDUCATION
SECONDARY EDUCATION
PLAN OF STUDY**

Name: _____

ID#: 917- _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB		
Professional Education	15			Content Choices	
1. CEPD 6101 Psy of Classroom Learning	3				
2. EDFD 7303 Culture & Society in Ed (or)					
EDFD 7305 History of American Ed (or)					
EDFD 7307 Critical Issues in Ed (or)					
EDFD 7309 Philosophical Found of Ed (or)					
SEED 7500 Diverse Classrooms in a Pluralistic Society	3				
3. SEED 7261 Advanced Instructional Strategies for English Ed (or)					
SEED 7262 Advanced Instructional Strategies for Social Studies Ed (or)					
SEED 7263 Advanced Instructional Strategies for Science Ed (or)					
SEED 7264 Advanced Instructional Strategies for Mathematics Ed	3				
4. SEED 7271 Advanced Study of the Secondary School Curriculum	3				
5. Elective (as approved by advisor)	3				
Content Specialization	12				
1.	3				
2.	3				
3.	3				
4	3				
Research	3				
1. EDRS 6301 Research in Education (or)					
EDRS 6302 Research Methods in Ed Studies	3				
Total Program	30				

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

<p>Bruce Landman [APPROVED 2014-11-14] Chair, Course Department</p> <p>Scott Gordon [APPROVED 2015-01-06] Coordinator, COSM Curriculum Committee</p>	<p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Susan Welch [APPROVED 2015-01-16] Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

Proposed Changes of DEGREE REQUIREMENTS

Change current 36 credit requirement to 30 credits for the MS degree
 Reduce required courses to 3 and elective to 7 courses for both options.
 Remove MATH 6203 from Applied option and remove MATH 6043 from Teaching option. Students can take these courses as electives and we plan to offer these on a regular basis.

Courses	Credits
Required Courses for Applied Option	12 9
MATH 6203 Applied Probability	3
MATH 6253 Mathematical Analysis I	3
MATH 6263 Mathematical Analysis II	3
MATH 6363 Theory of Partial Differential Equations	3
Required Courses for Teaching Option	12 9
MATH 6043 Topics in Number Theory	3
MATH 6233 Geometry	3
MATH 6253 Mathematical Analysis I	3
MATH 6413 Advanced Modern Algebra I	3
Electives (Choose 8 7 courses)	24 21
Total Program	36 30

Rationale: The reason for the proposed changes is that most mathematics graduate programs in the area have 30 credit hour requirements.

1. Emory: MS in Mathematics or Applied Mathematics, 30 credit hours or 24 credit hours plus thesis

<http://mathcs.emory.edu/programs-grad/deg-math-ms.php>

2. Georgia Institute of Technology: MS in Mathematics, 30 credit hours including at most 9 hours for thesis

<http://www.math.gatech.edu/academics/graduate/ms-mathematics>

<http://www.catalog.gatech.edu/students/grad/masters/programofstudy.php>

3. Georgia State University: MS in Mathematics, 30 hours: 24 credit hours plus 6 hours for thesis

<http://www.mathstat.gsu.edu/Media/Images/MATH/catalog.pdf>

4. University of Tennessee: MS in Applied Math. and Master of Math: 30 credit hours

<http://www.math.utk.edu/grad/appmath.pdf>

5. Auburn University: MS in Math or MS in Applied Math, 30 credit hours

<http://www.auburn.edu/academic/cosam/departments/math/grad/current/plan-of-study.htm>

6. University of Alabama: MA in Pure/Applied Mathematics, 30 hours: 24 credit hours plus 6 hours for thesis or 27 hours plus 3 hours for non-thesis project

<http://math.ua.edu/graduate-program/masters-program/>

7. University of Alabama Birmingham: MS in Mathematics: 30 hours or 24 credit hours plus 6 hours for thesis

<http://www.uab.edu/cas/mathematics/masters-program/degree-requirements>

8. University of Georgia:
 - a. The Master of Applied Mathematical Science Program: 33 credit hours including at most 9 hours for technical report
 - b. The Master of Arts in Mathematics: 33 credit hours or 30 credit hours plus thesis

<http://www.math.uga.edu/graduate/GRADUATEGUIDEBOOK.htm#TheMasterofArtsProgram>

Master of Science in Mathematics DEGREE REQUIREMENTS

Teaching Option

A candidate for the M.S. degree with Concentration in Teaching must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include:

Required Courses (9 semester hours)

Electives: (21 semester hours)

Comprehensive Examination

Each candidate for the Concentration in Teaching must perform satisfactorily on a final comprehensive examination.

Courses	Credits
Required Courses	9
MATH 6233 Geometry	3
MATH 6253 Mathematical Analysis I	3
MATH 6413 Advanced Modern Algebra I	3
Electives (Choose 8)	21
MATH 6003 Dynamical Systems and Applications	3
MATH 6043 Topics in Number Theory	3
MATH 6103 Discrete Optimization	3
MATH 6203 Applied Probability	3
MATH 6213 Statistical Methods	3
MATH 6263 Mathematical Analysis II	3
MATH 6303 Introduction to Mathematical Control Theory	3
MATH 6363 Theory of Partial Differential Equations	3
MATH 6403 Signal processing	3
MATH 6423 Advanced Modern Algebra II	3
MATH 6473 Combinatorial Analysis	3
MATH 6483 Theory of Graphs	3
MATH 6503 Numerical Methods in Applied Mathematics	3
MATH 6513 Applied Linear Algebra	3
MATH 6613 Inverse Problems	3
MATH 6733 Research in Mathematics Education	3
MATH 6743 Advanced Perspectives on Secondary Mathematics	3
MATH 6903 Bio-Mathematics	3
MATH 6982 Directed Readings	3
Total Program	30

Applied Mathematics Option

A candidate for the M.S. degree with Concentration in Applied Mathematics must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include:

Required Courses (9 semester hours)

Electives: (21 semester hours)

Comprehensive Examination

Each candidate for the Concentration in Applied Mathematics must perform satisfactorily on a final comprehensive examination.

Courses	Credits
Required Mathematics Courses	9
MATH 6253 Mathematical Analysis I	3
MATH 6263 Mathematical Analysis II	3
MATH 6363 Theory of Partial Differential Equations	3
Electives (Choose 8)	21
MATH 6003 Dynamical Systems and Applications	3
MATH 6043 Topics in Number Theory	3
MATH 6103 Discrete Optimization	3
MATH 6203 Applied Probability	3
MATH 6213 Statistical Methods	3
MATH 6233 Geometry	3
MATH 6303 Introduction to Mathematical Control Theory	3
MATH 6403 Signal processing	3
MATH 6413 Advanced Modern Algebra I	3
MATH 6423 Advanced Modern Algebra II	3
MATH 6473 Combinatorial Analysis	3
MATH 6483 Theory of Graph	3
MATH 6503 Numerical Methods in Applied Mathematics	3
MATH 6513 Applied Linear Algebra	3
MATH 6613 Inverse Problems	3
MATH 6743 Advanced Perspectives on Secondary Mathematics	3
MATH 6903 Bio-Mathematics	3
MATH 6982 Directed Readings	3
MATH 6983 Graduate Research Project	3
Total Program	30

Addendum IV

DRAFT CHANGES TO POLICIES AND PROCEDURES OF THE UNIVERSITY OF WEST GEORGIA

Submitted by the Senate Rules Committee, January 16, 2015

Section 2. Faculty Senate Organization

A. Composition of the Senate (Revised March 12, 2010)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;
2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;
3. Chair of the Senate;

4. Chair-Elect of the Senate, an ex-officio (nonvoting) member;

5. Past Chair of the Senate, an ex-officio (nonvoting) member;

65. Duly elected senators, apportioned to each college, the School of Nursing and the Library, such that the number of senators allocated to each unit shall equal 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college elects one senator and the remaining senators allocated to that college are elected at-large by the college. Should any department fail to elect a senator in an election cycle for which it has a vacancy, that vacancy will be added to the at-large pool for its college for that election.

76. Executive Secretary

B. 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; and mentoring the current Chair-Elect.

1. Eligibility

The Chair of the 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.

23. Election of the Chair of the Faculty Senate

At the March meeting of the Faculty Senate in the current Chair's ~~last~~-first 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 newly elected Chair-~~elect~~ is currently a member of the Senate, the newly elected Chair-~~elect~~ will resign his or her Senate seat (and committee assignments) before assuming the role of the Chair-Elect and will ~~would~~ be replaced by an election within the person's respective college or school.

3. Term of Office

The newly elected Chair of the Faculty Senate will begin service on June 1 following his or her election for a one-year term in the position of Chair-Elect of the Faculty Senate. Consecutively, he or she will automatically serve a two-year term in office as Chair of the Faculty Senate, followed by a one-year term as Past Chair of the Faculty Senate.

4. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Chair of the Faculty Senate shall receive reassigned time of one-course per semester of the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Chair's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

C. The Chair-Elect of the Faculty Senate

The Chair-Elect will serve as an *ex officio* member of the Faculty Senate for one year before taking office as Chair. While serving in the position, the Chair-Elect will learn the responsibilities of the Chair of the Faculty Senate and will be mentored by the current Chair. Responsibilities for the Chair-Elect will include the following: attend monthly Faculty Senate meetings as an *ex officio* member; attend occasional President's Advisory Council (PAC) meetings; attend one state-level meeting for Faculty Senate leaders during the year. Should the Chair of the Faculty Senate be absent, the Chair-Elect shall preside. Should the position of the Chair of the Faculty Senate become vacant between elections, the Chair-Elect of the Faculty Senate shall fill the vacancy.

D. The Past Chair of the Faculty Senate

After the two year term in office, the Chair of the Senate will serve a one (1) ~~two (2)~~-year term as Past Chair, an ex-officio (nonvoting) member of the Senate. The Past Chair will serve on the Executive Committee of the Senate.

ED. The Executive Secretary

The Secretary of the General Faculty shall serve as the ex-officio (nonvoting) Executive Secretary of the Senate. His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate web site, and serve as a member of the Executive Committee of the Senate.