

Memorandum

To: General Faculty

Date: April 16, 2009

Regarding: Agenda, Faculty Senate Meeting, April 24, 2009 at 3:00 pm in
TLC 1-303

The agenda for the April 24th Faculty Senate Meeting will be as follows:

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

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

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

A) College of Arts and Sciences

1) Department of Art

a) Program: Art

Request: Application & Review Processes for admission to degree program and assessments of progress once in degree program

Action: Approved

2) Department of Chemistry

a) Program: Chemistry (Science Education)

Request: Modify

Action: Approved

3) Department of Physics

a) Program: Physics

Request: Modify description

Action: Approved

4) Department of Mass Communications

a) Course: FILM 2080: Introduction to Film

Request: Modify prerequisite for inclusion into Core C1

Action: Approved

5) Department of Political Science and Planning

- b) Course: POLS 4215: Management of Nonprofit Organizations
Request: Add
Action: Approved

Information Items:

- A) College of Arts and Sciences
 - 1) Department of English and Philosophy
 - a) PHIL 3140: Existentialism
Request: Modify
Action: Approved
 - b) PHIL 4160: Symbolic Logic
Request: Modify
Action: Approved
 - 2) Department of Geosciences
 - a) GEOG 2553: Introduction to GIS and Mapping Sciences
Request: Modify
Action: Approved

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

Action Items:

- A) Modification of the Academic Standards Section of the Undergraduate Catalog.
(See [Addendum III](#))

Information Items:

- A) Revision to the Student Conduct Code in the Student Handbook
(See [Addendum IV](#))

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

Information Item:

- A) DDEC Update on CourseDen Migration and Services Offered ([See Addendum V](#))

Committee IX: Graduate Studies (Chair, Skip Clark)
(See [Addendum VI](#))

Action Items:

- A) College of Arts and Sciences
 - 1) Department of Anthropology
 - a) ANTH 5885
Request: Add
Action: Approved

- 2) Department of Foreign Languages and Literatures
 - a) Initial Certification in Spanish (post-baccalaureate)

Request: Modify
Action: Approved
 - b) Initial Certification in French (post-baccalaureate)

Request: Modify
Action: Approved
 - B) College of Education
 - 1) Department of Curriculum and Instruction
 - a) Initial Certification in Early Childhood Education

Request: Modify
Action: Approved
 - 2) Department of Special Education & Speech-Language Pathology
 - a) Ed.S. Special Education

Request: Modify
Action: Approved
5. Old Business

Action Item:

- A) Motion to approve the following proposed changes to the UWG Policies and Procedures Manual (Proposed by the Ad Hoc Rules Committee 2008-2009) [See Addendum VII](#)
- B) Motion to amend the charge for the Institutional Studies and Planning Committee to read “Purpose: to recommend policy concerning: university purposes and goals (to evaluate their degree of suitability and attainment); academic planning and growth, ~~and~~ campus development and to monitor the implementation of the campus strategic plan.”
- C) Motion to change UWG’s Policies and Procedures, Article III. Faculty Senate By-Laws, Sections A-B, such that the Executive Secretary of the Faculty Senate will have adequate time to prepare the agenda and such that adequate advance notice of agenda items can be given to all faculty-members. The recommended changes are (~~strikeout~~ = deletions; highlight = additions):

ARTICLE III. BY-LAWS OF THE FACULTY SENATE

A. MEETINGS. Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of senate meetings as well as proposals for consideration at the senate meeting shall be sent to each General Faculty member at least ~~forty-eight hours~~ seven (7) days in advance of the meeting. Official copies of the minutes of all meetings shall be kept on file in the Registrar's Office. Official copies of the minutes shall be made available to the University community from the web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

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

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

ARTICLE III. BY-LAWS OF THE FACULTY SENATE

C. MEETINGS OF THE STANDING COMMITTEES. Standing Committees of the Senate shall meet not less than once each semester, with **meeting notices given made** at least ~~five (5) scheduled University calendar~~ **seven (7)** days prior to a meeting. Under emergency circumstances, meetings will be called as the necessity dictates. Meetings shall be called by the committee chair as business dictates or upon application in writing of five (5) committee members. The official file of the minutes of each committee meeting shall be kept in the Registrar's Office. Official copies of committee minutes shall be made available to the University community from the web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

- E) Motion to change UWG's Policies and Procedures, Article V. Amendment or Repeal of By-Laws, to remove the requirement for only working within "regular" meetings so as to allow for more rapid change of By-Laws while retaining adequate deliberation of such changes. The recommended changes are (~~strikeout~~ = deletions; **highlight** = additions):

ARTICLE V. AMENDMENT OR REPEAL OF BY-LAWS

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

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

ARTICLE III. BY-LAWS OF THE FACULTY SENATE

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

6. New Business

Action Item:

- A) Inauguration of New Senators (**See Addendum VIII**)

7. Announcements

Information Item:

A) Update on Early College

8. Adjournment

Addendum I
University of West Georgia
Faculty Senate Meeting
April 3, 2009
Draft

Date: April 3, 2009

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

Diane Williamson served as Executive Secretary for this meeting.

The following people were in attendance:

Aanastoos, Baumstark, Baylen, Brown, Cook, Douvanis for Gantner, Drake for Ogletree, Elman, Epps, Gunnels, Harkins, Hazari, Huff, Kirk, Luken, MacKinnon, Mbaye, McCord, Murphy, Rollins, Snipes

Absent:

Best, Ramanathan, Coleman, Hendricks, Austin, Hasbun

Minutes: The minutes for the January 30, 2009 meeting were approved.

With unanimous consent, the Senate Chair rearranged the order of business to consider first those matters requiring a second meeting of the senate before possible passage.

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

Motion was made to amend the charge for the Institutional Studies and Planning Committee to read “Purpose: to recommend policy concerning: university purposes and goals (to evaluate their degree of suitability and attainment); academic planning and growth, ~~and~~ campus development and to monitor the implementation of the campus strategic plan.”

Action: This motion was tabled until the next meeting of the senate in order to comply with the required procedures for approving changes to the Bylaws and Policies and Procedures.

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

Motion was made to approve changes to the Policies and Procedures Manual as specified in **Addendum IX of the agenda.**

With unanimous consent, the Senate Chair introduced this motion for consideration seriatim and presented the Executive Secretary a copy of the “Order of Consideration” for the recommended changes to the Policies and Procedures Manual.

With unanimous consent, the Senate Chair included a proviso for the time of effect for the recommended changes to the Policies and Procedures Manual. A printed copy of the following provisions was presented to the Executive Secretary:

- Proposed changes shall not affect officers already elected.
- Proposed changes affecting membership shall take effect at the next scheduled election as specified in the by-laws.

The senate considered each section seriatim through discussion and consideration of amendments. A copy of the proposed changes as amended is included as Appendix I in these minutes.

Action: This motion was discussed with amendment and was tabled until the next meeting of the senate in order to comply with the required procedures for approving changes to the Bylaws and Policies and Procedures.

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

Motion to change UWG’s Policies and Procedures, Article III. Faculty Senate By-Laws, Sections A-B, such that the Executive Secretary of the Faculty Senate will have adequate time to prepare the agenda and such that adequate advance notice of agenda items can be given to all faculty-members.

Action: This motion was discussed without amendment and was tabled until the next meeting of the senate in order to comply with the required procedures for approving changes to the Bylaws and Policies and Procedures.

Motion to change UWG’s Policies and Procedures, Article III. Faculty Senate By-Laws, Section C, such that adequate advance notice of agenda items can be given to Senate Standing Committee members and to provide consistency with Senate Committee agenda deadlines.

This motion was discussed with amendment as follows (~~strikeout~~ = deletions; **highlight** = additions):

ARTICLE III. BY-LAWS OF THE FACULTY SENATE

- C. MEETINGS OF THE STANDING COMMITTEES. Standing Committees of the Senate shall meet not less than once each semester, with **meeting notices given made** at least **five (5)** ~~scheduled University calendar~~ **seven (7)** days prior to a meeting. Under emergency circumstances, meetings

will be called as the necessity dictates. Meetings shall be called by the committee chair as business dictates or upon application in writing of five (5) committee members. The official file of the minutes of each committee meeting shall be kept in the Registrar's Office. Official copies of committee minutes shall be made available to the University community from the web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

Action: This motion was discussed with amendment and was tabled until the next meeting of the senate in order to comply with the required procedures for approving changes to the Bylaws and Policies and Procedures.

Motion to change UWG's Policies and Procedures, Article V. Amendment or Repeal of By-Laws, to remove the requirement for only working within "regular" meetings so as to allow for more rapid change of By-Laws while retaining adequate deliberation of such changes.

Action: This motion was discussed without amendment and was tabled until the next meeting of the senate in order to comply with the required procedures for approving changes to the Bylaws and Policies and Procedures.

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

Action: This motion was discussed without amendment and was tabled until the next meeting of the senate in order to comply with the required procedures for approving changes to the Bylaws and Policies and Procedures.

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

Action Items: *All Items were approved.*

Motions were made to approve the following recommendations:

- A) College of Arts and Sciences
 - a) Writing-Intensive Program/COAS
Request: Modify Description
Action: Approved

- I) Department of Art
 - a) ART 4203
Request: Delete
Action: Approved

 - b) ART 4206
Request: Delete

Action: Approved

c) ART 4210

Request: Delete

Action: Approved

d) ART 4290

Request: Add

Action: Approved with friendly amendment to change syllabus course number and title from ART 4240: Special Topics in Art History: Modernist Criticism to ART 4290: Modernist Criticism

e) ART 4299

Request: Add

Action: Approved with friendly amendment to change syllabus course number and title from ART 4984: Senior Seminar to ART 4299: Senior Capstone in Art History 2

f) ART 4406

Request: Add

Action: Approved

g) ART 4603

Request: Add

Action: Approved

h) ART 4704

Request: Add

Action: Approved

i) ART 4705

Request: Add

Action: Approved

j) ART 4706

Request: Add

Action: Approved

k) ART 4707

Request: Add

Action: Approved

l) ART 4998

Request: Add

Action: Approved with the friendly amendment to change the course number from 49XX to 4998

m) ART 4999

Request: Add

Action: Approved with the friendly amendment to change the course number from 49XX to 4999

2) Department of Mathematics

a) BS Degree in Mathematics

Request: Modify

Action: Approved

3) Department of Psychology

a) BA in Psychology

Request: Modify (catalogue pg 351)

Action: Approved

b) BA in Psychology

Request: Modify (catalogue p. 352)

Action: Approved

B) Richards College of Business

a) BS. ED. Business Education

Request: Modify

Action: Approved

Information Items: *Course modifications and one deletion*

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

The following information items were presented and discussed.

- Suggested Revisions for the University's Student Evaluation
- Suggested Questions for on-line courses

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

The following information item was presented and discussed.

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

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

The following information item was presented and discussed.

- Report from the LRC on Faculty Research Grants, recognizing Ms. Nicole Worhington, thanking the VPAA Office for continued support and introducing Dr. Baumstark as chair of LRC for next year.

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

The proposed revisions to the Parking Code were presented and discussed.

Motion was made to endorse the Parking Code Revisions included in the agenda with minor editorial corrections as suggested.

Action: Motion to endorse these revisions passed.

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

Motion was made to approve a plan for Succession and Continuity of Technology Planning Committee Leadership

Action: After discussion, it was decided this plan did not require Senate approval and the Chair of the TPC was encouraged to pursue the presented succession plan as part of the committee's internal operations.

Motion was made to approve an extension of the 2002-2007 Information Technology Strategic Plan to the end of the academic year 2009-2010

Action: Motion passed.

Committee IX: Graduate Studies (Chair, Skip Clark)

Action Items: *All items were approved.*

Motions were made to approve each of the following recommendations:

A) College of Arts and Sciences

1) Department of Political Science and Planning

a) POLS 6208

Request: Delete

Action: Approved

b) POLS 6210

Request: Delete

Action: Approved

2) Department of Psychology

a) Psychology Doctoral Program
Request: Modify (current wording on prerequisites in catalogue)
Action: Approved

b) Psychology Doctoral Program
Request: Modify (wording for requirements)
Action: Approved

c) Psychology Doctoral Program
Request: Modify (requirements)
Action: Approved

d) PSYC 9887
Request: Add
Action: Approved

B) College of Education

I) Department of Curriculum and Instruction

a) EDMS 6216
Request: Add
Action: Approved

b) EDMS 6474
Request: Add
Action: Approved

c) EDMS 6485
Request: Add
Action: Approved

Information Items: *Course modifications*

Old Business

Motion was made to endorse the University System of Georgia Faculty Council Bylaws.

Action: Motion passed.

New Business: None.

The following information items were presented and discussed.

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

September 11, 2009

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

Announcements: None.

Adjournment: The meeting adjourned at 6:10 PM.

Appendix I (Faculty Senate Minutes for April 3, 2009)

Proposed Changes to the Policies and Procedures Manual Proposed by the Rules Committee 2008-2009

Deletions are stricken, additions are in italic type.

Order of Consideration in Seriatim for April 3, 2009 Senate Meeting Submitted by Chris Huff and Chris Aanstoos

1)Section for Consideration

Article II. The Office of the President

Section 1. The President

C. 5 Serve as chair and presiding officer of the General Faculty ~~and of the Faculty Senate.~~

Article III. Officers of the Administration

Section 1. General Officers of Administration

A. 3 The *Provost and* Vice President for Academic Affairs shall be a person of professorial rank. He or she shall be Vice-Chair of the General Faculty, ~~Vice-Chair of the Senate~~, Chair of the Administrative Council, Vice-Chair of the President's Advisory Committee, and an ex-officio member of all standing committees of the Senate.

2)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

A. Composition of the Senate (Revised ~~August 1986~~ *April 2009*)

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

1. The President, ~~who shall be the chair and preside~~ *an ex-officio (nonvoting) member;*
2. The *Provost and* Vice President for Academic Affairs, an ex-officio (nonvoting) members, ~~who shall serve as vice chair and president in the absence of the President;~~
3. *Chair of the Senate;*
4. *Past Chair of the Senate, an ex-officio (nonvoting) member;*
- 4 ~~6~~. Executive Secretary

3)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

B. ~~The Executive Secretary~~ *The Chair of the Faculty Senate*

The Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training of new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence.

1. Eligibility

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

2. Term of Office

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

3. Election of the Chair of the Faculty Senate

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

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

4)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

C. *The Past Chair of Faculty Senate*

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

5)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

D. The Executive Secretary

An ex-officio (nonvoting) Executive Secretary shall be elected by the Senate for a period of two (2) years from nominees submitted, one (1) *tenured full-time* faculty member *who has served in the Senate within the prior three years* from each academic unit listed in A (3 5). His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, *maintain the Senate web site*, and ~~to serve as official liaison between the committees and the Senate and between the academic units and the Senate~~ *serve as a member of the Executive Committee of the Senate.*

6)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

E. The Executive Committee of the Faculty Senate

The Executive Committee of the Faculty Senate, consisting of the Chair, Past-Chair, Executive Secretary, and the Chairs of the Standing Committees of Senate, shall create and assign members to Senate Ad-Hoc Committees; and assign Senators to standing committees.

7)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

G. Standing Committees, Restriction on Membership

1. ~~In establishing its committees, the Senate shall assign to the first eight (8) committees Senators from among its eligible members with the provisions that no committee shall have more than two senators from any one college.~~ *The Executive Committee shall assign Senators from its eligible members to each standing committee.* The administration members

designated in Article IV, section F (excluding those identified by role in the statutes) shall be appointed by the *Provost and* Vice President for Academic Affairs.

8)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

J. Ad Hoc Committees

The ~~Senate~~ *Executive Committee* may appoint ad hoc committees as required.

9)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

G Standing Committees, Restrictions on Membership

2. The President, *Provost and* Vice President for Academic Affairs, *Chair of the Senate*, and Executive Secretary of the Senate shall not be eligible to serve on the standing committees of the Senate, except in an ex-officio (nonvoting) capacity, and no faculty representative shall serve on more than one committee (other than the Committee on Graduate Studies).

4. The Executive Secretary shall notify, in writing, *the Chair of the Senate*, the deans of Arts and Sciences, Business, *Nursing*, and Education; the Director of the Library; and the *Provost and* Vice President for Academic Affairs of the number of committee positions to be filled by each unit. Such notification shall be made by February 15.

5. Election of non-senators to committees shall proceed in the same manner in each of the following ~~four~~ *five* units: the College of Arts and Sciences, *College of Business*, *School of Nursing*, ~~and~~ *College of Education* and the Library....The deans or heads of the units shall report the results of the election, in writing, to the *Chair of the Faculty Senate*, the Executive Secretary of the Faculty Senate, and to the *Provost and* Vice President for Academic Affairs before...

10)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

A. Composition of the Senate (Revised ~~August 1986~~ *April 2009*)

~~3~~ ~~5~~ ~~Twenty-eight~~ *Forty-two* duly elected senators apportioned as follows: *ten-percent of the faculty of each College or School as well as of the library*. College of Arts and Sciences, ~~twelve~~

twenty-five; Richards College of Business, six five; College of Education, eight; School of Nursing, two; and the library, two. No department of any unit shall be represented by more than one senator unless a unit has fewer departments than its allotted number of senators. In no case shall departmental representation exceed two senators

11)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

F. Standing Committees, Membership *and Purpose* (Revised by vote of Faculty, February 1, 1982). Each Faculty Senate Committee shall be assigned a minimum of three (3) and a maximum of four (4) senators to its membership. Such assignments will be made by the Senate Executive Committee.

1. Undergraduate Academic Programs. Purpose: to recommend policy and procedures...Membership: Senate 5 ~~3 or 4~~ (2 Arts and Sciences, 1 Business, 1 Education, 1 Library); Faculty 8 ~~9~~ (4 ~~3~~ Arts and Sciences, 1 Nursing, 2 Business, 2 Education, 1 Library); Students 2 (their majors representing different colleges); Administration 1 *ex-officio, non-voting (Registrar)*. Total membership: 15 *or 16*. ~~The Registrar is a non-voting, ex-officio member.~~ College Deans and their representatives are excluded from membership.

2. Academic Policies and Procedures. Purpose: to recommend policy concerning advisement, undergraduate admissions, ...Membership: Senate 3 *or 4* (1 Arts and Sciences, 1 Business, 1 Education); Faculty 9 (5 ~~4~~ Arts and Sciences, 1 Nursing, 1 Business, 2 Education, 1 Library); Students 1, Administration 2. Total membership: 15 *or 16*.

3. Faculty and Administrative Staff Personnel. Purpose: to recommend policy concerning appointments, promotions...Membership: Senate 5 ~~3 or 4~~ (2 Arts and Sciences, 1 Business, 1 Education, 1 Library); Faculty 11 ~~9~~ (6 ~~4~~ Arts and Sciences, 1 Nursing, 1 Business, 4-2 Education, 1 Library); Students 0; Administration 2. Total membership: 18 ~~14 or 15~~.

4. Learning Resources. Purpose: to recommend policy, make procedural recommendations and organizational...Membership: Senate 3 *or 4* (2 Arts and Sciences, 1 Education); Faculty 7 ~~8~~ (5 ~~4~~ Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 2; Administration 2. Total membership: 14 *15 or 16*.

5. Student Life. Purpose: to recommend policy and procedures Concerning financial aid...Membership: Senate 2 ~~3 or 4~~ (1 Arts and Sciences, 1 Education); Faculty 7 (5 ~~3~~ Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 4 (3 undergraduate, 1 graduate); Administration 1 ~~2~~ (Assistant Dean of Students and 1 administrative designee); Library 1. Total membership: 14 *16 or 17*.

6. General University Matters. Purpose: to recommend policy and procedures for public relations, convocations,...Membership: Senate 2 ~~3 or 4~~ (1 Arts and Sciences, 1 Business); Faculty 8 ~~6~~ (5 ~~3~~ Arts and Sciences, 1 Nursing, 1 Business, 2 ~~1~~ Education, 1 ~~0~~ Library) Students 2 ~~3~~; Administration 2. Total membership: 14 *or 15*.

7. Institutional Studies and Planning. Purpose: to recommend policy concerning University purposes and goals...Membership: Senate 3 ~~or 4~~ (~~1 Arts and Sciences, 1 Business, 1 Education~~); Faculty 5 ~~7~~ (3 Arts and Sciences, ~~1 Nursing, 1 Business~~, 1 Education, 1 Library); Students 2; Administration 6 ~~4~~. Total membership: 16 ~~or 17~~.

8. Intercollegiate Athletics Committee. Purpose to recommend policy and procedures concerning athletic admission standards, athletic budgets...Membership: Senate 3 ~~or 4~~ (~~1 Arts and Sciences, 1 Business, 1 Education~~); Faculty 4 ~~3~~ (1 Arts and Sciences, 1 Business, 1 Education, ~~1 Library~~); Students 3 ~~4~~; Administration 2 ex-officio, non-voting (Director of Athletics, NCAA representative). Total membership: 14 ~~12 or 13~~.

9. Committee on Graduate Studies. Purpose: to recommend policy and formulate procedures concerning...Membership: ~~Senate 3 or 4~~; Dean of the Graduate School (*ex-officio, non-voting*), department chair or coordinator of each graduate program, ~~three members elected at large annually from the graduate faculty (these members must come from separate colleges)~~, and one graduate student selected by the Committee on Graduate Studies.

10. Honors College Committee. Purpose: to recommend policy and formulate procedures concerning Honors College admission...Membership: ~~Dean of the Honors College, Director of the Advanced Academy of Georgia, President of the Honors Council, the Registrar or his or her designee, the Director of Admissions or his or her designee, the Director of Residence Life or his or her designee are ex-officio members. There shall be five faculty members from the College of Arts and Sciences, two from the Richards College of Business, and two from the College of Education. The Dean or his or her designee shall preside at Committee meetings and represent the Committee in all matters. The Committee shall elect one of its members to record action minutes. Members will serve 3 year terms and are eligible for consecutive terms. Senate 3 or 4; Faculty 6 (3 Arts and Sciences, 1 Nursing, 1 Business, 1 Education); Students 1; Administration 4 ex-officio, non-voting (Dean of the Honors College, Director of Advanced Academy, Director of Admissions, Director of Residence Life). Total membership: 14 or 15.~~

11. Technology Planning Committee. Purpose: To access and recommend policy and procedures...Membership: Senate 2 ~~3 or 4~~ (~~1 Arts and Sciences, 1 Business or Education~~); Faculty 6 (~~3~~ 2 Arts and Sciences, ~~1 Nursing~~, 1 Business, 1 Education, 1 Library); Students 3 (~~Appointed by the SGA~~); Administration 5 ~~3~~ (~~2 Academic Affairs, 1 Arts and Sciences, 1 Business and Finance, 1 Student Services~~). Total Membership: ~~15 or 16. with members representing the Senate and faculty service for staggered three year terms.~~

12)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

F...

12. Budget Committee. Purpose: to review the budget of the University and to make recommendations regarding prioritization, distribution, and implementation to the President and the Vice Presidents of the University.

Membership: Senate 3 or 4; Faculty 5 (1 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 1; Administration 2 ex-officio, non-voting (Director of ~~Business-Budget Services, Academic Affairs.~~) Chair of the Committee shall be elected from the faculty members of the committee. Total membership: 11 or 12.

13)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

F...

13. Rules Committee. Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate, to resolve disputes between Senate committees, ~~to consider and make recommendations to the Senate regarding changes to the bylaws and policies and procedures manual,~~ and to coordinate revisions and updates to the faculty handbook, bylaws, and the policies and procedures manual.

Membership: Senate 3 or 4; Faculty 5 (1 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 0; Administration 1 ex-officio non-voting (University attorney).

14)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

D. Standing Committees, Purpose

The Senate shall empower standing committees to recommend policy and/or procedures on all matters appropriate...The Senate *Rules Committee* reserves the right to resolve all jurisdictional and procedural questions that might arise among the committees.

15) Section for Consideration

€. F. Election of the Faculty Senate

4. All members of a unit who meet...The dean or head of each unit shall notify, in writing, the *Chair of the Faculty Senate*, Executive Secretary of the Faculty Senate and the *Provost and* Vice President for Academic Affairs *of* the election results by the agenda deadline for the final Spring Semester meeting of the Faculty Senate.

5. The composition of the Senate shall be reviewed every five (5) years by ~~an ad hoc committee appointed by the President~~ *the Senate Rules Committee*.

~~—6. Every two (2) years, each unit is notified by February 15 that the Executive Secretary's position is to be filled. Each unit shall submit a nominee for Executive Secretary of the Senate. Each nominee must meet the requirements set forth for senators and must have served on the Senate during the past three (3) years. The voting procedures and regulations used for electing senators will be used.~~

~~—7. The Senate shall elect the Executive Secretary from the slate of nominees from the four (4) units at the first Summer semester meeting of the newly elected senators. The retiring Executive Secretary shall continue his or her duties for the election meeting.~~

8 ~~6~~. Unexpired terms of an Executive Secretary *Chair of the Senate* shall be filled by the same procedure used in the initial election.

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Art College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Application and Review Process Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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

See attachment.

Prerequisite(s) _____

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

Grading System: Letter Grade Pass/Fail Other

Approval:

	2.6.09		
Department Chair	Date	Department Chair (if cross listed)	Date
	2/23/09		
Dean of College	Date	Dean of College (if cross listed)	Date
	3/9/09		
Chair of TEAC (if teacher prep. program)	Date		

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

	4/10/09	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies
Vice President for Academic Affairs	Date	

Department of Art
Rationale for proposed Application and Review Processes

In view of recommendations made by the National Association of Schools of Art and Design (NASAD), the accrediting agency for college art programs, after our recent review, we are proposing a group of changes in the admissions process and assessments of progress through our programs for students in the department. NASAD has suggested that such changes would better serve our students and that our program would move toward a change from the conditional rating we now have with them to a more permanent accreditation status.

In addition, recent changes in requirements by the Board of Regents for the Art Education major have suggested an avenue for improvement of all the Bachelor of Fine Arts major programs and, by extension, to all departmental-curricula. The associated increase of the required number of hours for the BFA that was approved by UWG last year has provided a means for raising standards and increasing professionalism for Department of Art graduates, and the proposed reviews at entrance and ensuing stages of the program will further these goals.

These assessment stages will facilitate an ordered and qualitative formative assessment of students upon entrance and as they move through the program stages. This will help us to provide a better educational experience for the students as they strive for excellence and will lead them to a level of performance that is more competitive with that of their peers at the other educational institutions in Georgia. It is our expectation that this will help us to attract and to retain higher quality students, and to further improve our already-high success rates with student progress through the program. In addition this will lead to greater clarity in the advising process, through attention to the definitive requirements to pass review stages that signify the progress toward the degree.

The processes for admittance into the department for BA students, and for admittance at a further stage into the more specialized BFA and BA in Art History programs, along with the junior-year review, and the required capstone course(s) have been carefully structured with a view to the requirements of NASAD accreditation and the specific feedback from our accreditation review team. Approval of our requested changes at this point will enable us to give an account to NASAD, in a report that is due in March 2009, that we are moving towards compliance with all of their requirements and following their suggestions for improvements to our undergraduate art program.

**Department of Art Application and Review Process
for BA in Art Studio, BA in Art History, and BFA Degree Programs**

All students who wish to pursue an art degree from UWG are required to submit an application for acceptance as an Art Major to the Department of Art. This application process applies to all incoming freshmen, transfer students and any UWG student that wishes to change their major to art. The application and review process is implemented to facilitate the evaluation and assessment of an art student's potential performance and to assist in evaluating their progress through the respective programs.

Outline of four-stage Application and Review process:

1. **Incoming Freshmen and Transfer Students or after a maximum of nine credit hours of art classes:** Submission of application for acceptance into the Department of Art as an Art Major and candidate for the BA in Studio Art degree.
 - Submission of application materials and portfolio at the beginning of each fall and spring semester. (Deadlines for applications will be September 10th for spring registration and February 19th for fall and summer registration)
2. **Sophomore level or on completion of art foundations and elective art course work up to a maximum of 45 credit hours:** Students who choose, may submit an application for acceptance into chosen disciplines and degree offerings within the Department of Art: BA in Art History, BFA in Art Education, BFA in Art (Concentration in; Ceramics, Graphic Design, Interior Design, Painting, Photography, Printmaking, or Sculpture).
 - Submission of application materials and portfolio during each fall and spring semester. (Deadlines for application will be announce annually and posted on the departments website)
3. **Junior Review:** In the Junior year or on completion of 75 credit hours art students will enroll to take the Junior Review (ART 4078), a Pass or Fail assessment, as a prerequisite for enrollment in the Senior Capstone class sequence for all Department of Art degree programs.
 - Submission of review materials and portfolio at the end of each fall and spring semester. (Deadlines for review will be announced annually and posted on the department's website).
 - Students that are successful in ART 4078 will continue on the program of study and will have met the pre-requirement for the Capstone I (ART 4998)
 - Students that are not successful in ART 4078 will continue on the program of study; however, they will need to re enroll in ART 4078 Junior Review and pass the course in order to meet the pre-requirement for the Capstone I (ART 4998)
 - NOTE: student cannot register for Art 4078 only. They must be enrolled in additional courses during the semester they are enrolled in the Junior review.
4. **Senior (Two-Semester) Capstone Class:** Required for all degree tracks, upon successful completion of the Junior Review and development of the preliminary thesis for the Capstone Project/Course in the final 2 semesters, the student will enroll in a two-phase Capstone Course:
Semester 1: (1 credit hour):
 - i. **BFA, BA in Art History Candidates:** Research & Development. In consultation with each candidate's committee.
 - ii. **BA in Studio Candidates:** In consultation with faculty director, each student will develop a portfolio and participate in planning a group show to be presented in the final semester.

Semester 2: (2 credit hours):

- I. **BFA Candidates- Thesis and Exhibition**, including formal Artist's Statement, finalized and presented to the Faculty (open to the public), and the art faculty conducts the oral examination during the candidate exhibition.
- II. **BA in Art History Candidates** – presentation of completed written research paper to the art faculty, (open to the public), and the oral examination is conducted by the Faculty.
- III. **BA in Studio Candidates**– finalization of portfolio, finalization of Artist's Statement, participation in mounting the Group Exhibition. The art faculty conducts the oral examination during the BA Exhibition.

Also note:

- All applicants to the Department of Art for status as art major must first be accepted to the university
- All stages are open for application each fall and spring semester (dates to be announced and posted on Department of Art website)
- Stages 1-3 are evaluated on a pass or fail basis.
- Students may apply to any given area a maximum of two times
- All stages of this process require a portfolio and written submission for faculty review.
- Stage 4 requires the establishment of a review committee. The committee is requested by the candidate and must consist of a minimum of three art faculty.
- All art majors are expected to maintain a minimum overall GPA of 2.5, while maintaining a GPA of 3.0 in all art courses (some specific area requirements for GPA are higher)
- Candidates who drop below the minimum GPA will be subject to probation or dismissal from the program.
- All admissions are based on potential for success in the chosen area, academic records, and engagement and demonstrated level of motivation, dedication, curiosity and growing professionalism.
- Art Education requires additional acceptance into the College of Education's Teacher Education program.
- Students may apply to all three of the degree programs as well as to more than one concentration, but can be admitted to only one (in very select situations student may be accepted into more than one program with special permission from the Department Chair and all faculty over the programs in question).
- A grade of "D" or lower in any department course may not be accepted in fulfillment of departmental requirements for graduation.

Department of Art's
New Program Sheet outlines

**University Of West Georgia Department of Art
BFA in Art Education**

NAME:
Students ID #

YEAR

UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEM/Y R
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110;	3		
ENGL 2000; ENGL/THEA 2050			
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050;	3		
ENGL 2050; FORL 1001,1002			
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10 hrs)			
LAB SCI	4		
NON_LAB SCI (CHEM1100 the Chem of Art)	3		
SCI, MATH, TECH Elective (CS 1030 recommended for Art Ed)	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART 1006 Design I	3		
ART 1007 Intro Drawing	3		
ART 1008 Life Drawing	3		
ART 1009 Design II	3		
ART 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
	60		

ART EDUCATION CURRICULUM			
AREA	Credit Hrs		SEM/Y R
ART SECONDARY CORE (21 hrs)			
ART 3301 Ceramics I	3		
ART 3601 or ART 3602 Painting II	3		
ART 3701 Photography I	3		
ART 3801 Printmaking I	3		
ART 3901 Sculpture I	3		
ART HISTORY 3000 or above (ART 4240 recommended) (WAC) (Must have 6 hours of Writing Across the Curriculum credits)	3		
ART HISTORY 4208 (Art of Post World War II 20th and 21st Centuries)	3		
ART EDUCATION COURSES REQUIREMENTS (15 hrs)			
ART 3011 Elementary Art Methods	3		
ART 3012 Art for Pre-K and Special Populations	3		
ART 4009 * Art Curriculum and Classroom Mangement (WAC) (Must have 6 hours of Writing Across the Curriculum credits)	3		
ART 4010 * Secondary Art Methods	3		
ART 4078 JUNIOR PORTFOLIO REVIEW	NC	P or F	
ART 4998 Cap Stone I BFA Thesis	1		
ART 4999 Cap Stone II BFA Thesis	2		
ART ELECTIVES (12 hrs)			
ART4007 Digital Media for Artist (Recommended for Art Ed Majors)	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
PROFESSIONAL EDUCATION (24 hrs) (Must have 2.7 GPA for teacher education and a 2.5 for all EDUC courses)			
EDUC 2110 Investigating Critical & Contemporary Issues in Education	3		
EDUC 2120 Exploring Socio-Cultural perspectives on Diversity in Educational Context	3		
EDUC 2130 Exploring Learning and Teaching	3		
SPED 3715 The Incl. Classroom: Diff Inst	3		
CEPD 4101 * Educational Psychology	3		
ART 4011; 4012; 4013: **Student Teaching (Spring)	9		
	132		

- * Prerequisite: Admission to the Teachers Education program. Admission requires a GPA of 2.7; completion of Core Curriculum; passing the GACE Basic Skills Assessment Test.
- **Admission to the Teaching Internship requires the satisfactory completion of all prerequisite education courses. Application must be made by May of the year prior to the internship term. A \$250.00 fee will be assessed by the College of Education.
- * During the final semester of the junior year, all candidates must enroll in Art 4078 and successfully present a comprehensive portfolio of art work to date for review. Portfolios will be evaluated by the Department of Art Faculty and candidates must successfully pass course to progress to Art 4998 and 99 BFA Thesis Capstone.
- * During the senior year, all candidates must enroll in Art 4998 research development and 4999 BFA Thesis Capstone and successfully present a comprehensive portfolio of work. Additionally present a BFA thesis, exhibition and orals of art work. This exhibition must be held in a space approved by the Department of Art.
- * Courses of variable credit must be taken for three credit hours per semester unless approved by both the Instructor and the Department Chair.
- * Independent studies or directed readings may be taken toward the fulfillment of Art Electives with the approval of both the instructor and Department Chair.
- * No courses may be substituted for listed required courses without approval of the Department Chair and a grade of D or less will not fulfill any departmental requirement or elective.
- * There is no Physical Education requirement nor will any Physical Education classes count as electives.

University Of West Georgia
Department of Art
Post-Baccalaureate Initial Certification in Art

NAME:			
Students ID #			
ART EDUCATION (Post-Bacc. Initial Certification) CURRICULUM			
AREA	Credit Hrs	SEM	MYR
MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART 1006 Design I	3		
ART 1007 Intro Drawing	3		
ART1008 Life Drawing	3		
ART 1009 Design II	3		
ART 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
ART SECONDARY CORE (21 hrs)			
ART 3301 Ceramics I	3		
ART 3601 Painting I OR			
ART 3602 Painting II	3		
ART 3701 Photography I	3		
ART 3801 Printmaking I	3		
ART 3901 Sculpture I	3		
ART HISTORY 3000 or above (ART 4240 recommended) (WAC) (Must have 6 hours of Writing Across the Curriculum credits)	3		
ART HISTORY 4208b (Art of Post World War II 20th and 21st Centuries)	3		
ART EDUCATION COURSES REQUIREMENTS (15 hrs)			
ART 3011 Elementary Art Methods	3		
ART 3012 Art for Pre-K and Special Population	3		
ART 4009 * Art Curriculum and Classroom Management (WAC) (Must have 6 hours of Writing Across the Curriculum credits)	3		
ART 4010 * Secondary Art Methods	3		
ART 4078 JUNIOR PORTFOLIO REVIEW	P or F	N/A	
ART 4998 Special Topics BFA Thesis, Capstone	1		
ART 4999 Special Topics BFA Thesis, Capstone	2		

YEAR

ART EDUCATION CURRICULUM			
AREA	Credit Hrs	SEM	MYR
PROFESSIONAL EDUCATION (18 hrs) (Must have 2.7 GPA for teacher education and a 2.5 for all EDUC courses)			
MEDT 3401* Integrating Technology in Curriculum OR			
MEDT 6401 Instructional Technology	3		
<i>Prerequisites to MEDT 3401 and MEDT 6401 include the satisfactory completion of one of the following:</i>			
MEDT 2401 Intro to Instructional Techno OR			
CISM 2201 Fund of Comp Appl/Online Learn OR			
CS 1030 Intro to Computer Concepts OR			
The College of Education provides a "test out" option with an exam called SAM)			
The Computer Skill Competency requirement may also be met through any means approved by the PSC found at http://www.gapsc.com/EducatorPreparation/ApprovedPrograms/EducationProgram.asp			
SPED 3715 The Incl. Classroom: Diff Inst OR			
SPED 6706 Special Ed. in Regular Classroom	3		
CEPD 4101* Educational Psychology OR			
CEPD 6101* Psychology of Classroom Learning	3		
ART 4011; 4012; 4013: **Student Teaching (2.7 GPA and offered in Spring semester only)	9		
ART ELECTIVES (18 hrs)			
ART4007 Digital Media for Artist (Recommended for Art Ed Majors)	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
90			

- * Prerequisite: Admission to the Teachers Education program. Admission requires a GPA of 2.7; completion of Core Curriculum; passing the GACE Basic Skills Assessment Test.
- **Admission to the Teaching Internship requires the satisfactory completion of all prerequisite education courses. Application must be made by May of the year prior to the internship term. A \$250.00 fee will be assessed by the College of Education.
- * During the final semester of the junior year, all candidates must enroll in Art 4078 and successfully present a comprehensive portfolio of art work to date for review. Portfolios will be evaluated by the Department of Art Faculty and candidates must successfully pass course to progress to Art 4998 and 99 BFA Thesis Capstone .
- * During the senior year, all candidates must enroll in Art 4998 research development and 4999 BFA Thesis Capstone and successfully present a comprehensive portfolio of work. additionally present a BFA thesis, exhibition and orals of art work. This exhibition must be held in a space approved by the Department of Art.
- * Courses of variable credit must be taken for three credit hours per semester unless approved by both the Instructor and the Department Chair.
- * Independent studies or directed readings may be taken toward the fulfillment of Art Electives with the approval of both the instructor and Department Chair.
- * No courses may be substituted for listed required courses with out approval of the Department Chair and a grade of D or less will not fulfill any departmental requirement or elective.
- * There is no Physical Education requirement nor will any Physical Education classes count as electives.

University Of West Georgia's Department of Art
BA in Art, (Art History)

NAME:	
Students ID #	

YEAR	
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UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEM/YR
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110 ENGL 2000; ENGL/THEA 2050;	3		
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050; ENGL 2050; FORL 1001,1002	3		
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON LAB SCI	3		
SCI, MATH, TECH Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
MAJOR SPECIFIC COURSES- ART CORE (15 hrs)			
ART1006 Design I 2-D	3		
ART 1007 Intro Drawing	3		
ART1009 Design II 3-D	3		
ART 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
Non- Western Art (Art 2301)	3		
	60		

ART HISTORY CURRICULUM			
AREA	Credit Hrs		SEM/YR
ART History Requirements (33 hrs)			
Distribution among three areas:			
Pre- Renaissance (Art 3220, 3230)	3		
Renaissance- Present (Art 3240, 3250, 3260, 3270, 3275, 4290)	3		
ART HISTORY ELECTIVES 3000 or above (must have 6 hrs of WAC credits)			
	3		
	3		
	3		
	3		
Junior Review	0-PF		
Art 3280 Museum Seminar	3		
Studio Art Elective: 3000 or Above			
	3		
	3		
ART 4299 Senoir Seminar in Art History part 1 and 2	3		
MINOR & ELECTIVES (21hrs)			
At least 9 hour at or above the 3000 level			
	3		
	3		
	3		
	3		
	3		
	3		
Foreign Languages Requirement (6 hrs)			
French or German (2001 & 2002 required)			
FORL 1001 (Pre-requte for 2001& 2002 or testing out is allowed)	3		
FORL 1002 (Pre-requte for 2001& 2002 or testing out is allowed)	3		
FORL 2001 Required course	3		
FORL 2002 Required course	3		
	120		

During the senior year, successfully give a presentation to the Department of Art faculty on the results of research accomplished in Art 4984 Capstone.

Independent studies or directed readings may be taken toward the fulfillment of Art electives section of the above degree requirements, but are limited and only offered with consent of both the instructor and the Department Chair.

Courses of variable credit must be taken for three credit hours per semester unless approved by both the Instructor and the Department Chair.

No courses may be substituted for listed required courses with out approval of the Department Chair and the grade of D or less will not fulfill any departmental requirement or elective.

There is no Physical Education requirement nor will any Physical Education classes count as electives.

*This assumes the student needed all 4 courses in foreign languages, was not exempt from any.

University Of West Georgia's Department of Art
BFA in Art, Concentration Ceramics

NAME:	
Students ID #	

YEAR	
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UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEM/YR
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110	3		
ENGL 2000; ENGL/THEA 2050;			
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050;			
ENGL 2050; FORL 1001,1002	3		
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON_LAB SCI	3		
SCI, MATH, TECH Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART 1006 Design I (2-D)	3		
ART 1007 Intro Drawing	3		
Art 1008 Life Drawing	3		
ART 1009 Design II (3-D)	3		
Art 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
	60		

CERAMICS CONCENTRATION CURRICULUM			
AREA	Credit Hrs		SEM/YR
ART SECONDARY CORE (18 hrs)			
ART 3601 Painting I or ART 3602 Painting II	3		
ART 3701 Photography I	3		
ART 3801 Printmaking I	3		
ART 3901 Sculpture I	3		
ART HISTORY 3000 or above (Art 4201, 4207, 4208, 4210, 4220)	6		
CERAMICS COURSES REQUIREMENTS (39 hrs)			
ART 3301 Beginning Ceramics	3		
ART 3302 Intermediate Ceramics (mold... means)	3		
ART 4302 Intermediate Ceramics (20th C...)	3		
ART 4303 Intermediate Ceramics (Surface...)	3		
ART 4304 Advanced Ceramics	12		
ART 4078 JUNIOR PORTFOLIO REVIEW	NC	P or F	
ART 4998 BFA Thesis, Cap Stone	1		
ART 4999 BFA Thesis, Cap Stone	2		
CERAMICS ELECTIVES (Must be selected from the following)			
ART 3701, ART 3902, ART 3903, ART 4604, ART 4903, ART 4904, ART 4000, ART 4240, or ART 4985,	3		
	3		
	3		
	3		
ART ELECTIVES (15 hrs)			
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
	132		

* During the final semester of the junior year, all candidates must enroll in Art 4078 and successfully present a comprehensive portfolio of art work to date for review. Portfolios will be evaluated by the Department of Art Faculty and candidates must successfully pass course to progress to Art 4998 and 99 BFA Thesis Capstone.

* During the senior year, all candidates must enroll in Art 4998 research development and 4999 BFA Thesis Capstone and successfully present a comprehensive portfolio of work. Additionally present a BFA thesis, exhibition and orals of art work. This exhibition must be held in a space approved by the Department of Art.

* Courses of variable credit must be taken for three credit hours per semester unless approved by both the instructor and the Department Chair.

* Independent studies or directed readings may be taken toward the fulfillment of Art Electives with the approval of both the instructor and Department Chair.

* No courses may be substituted for listed required courses without approval of the Department Chair and a grade of D or less will not fulfill any departmental requirement or elective.

* There is no Physical Education requirement nor will any Physical Education classes count as electives.

University Of West Georgia's Department of Art
BFA in Art, Concentration Graphic Design

NAME:	
Students ID #	

YEAR	
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UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEMYR
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110	3		
ENGL 2000; ENGL/THEA 2050;			
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050;			
ENGL 2050; FORL 1001,1002	3		
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON_LAB SCI	3		
SCI, MATH, TECH Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART 1006 Design I (2-D)	3		
ART 1107 Intro Drawing	3		
Art 1008 Life Drawing	3		
ART 1009 Design II (3-D)	3		
Art 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
60			

GRAPHIC DESIGN CONCENTRATION CURRICULUM			
AREA	Credit Hrs		SEMYR
ART SECONDARY CORE (21 hrs)			
ART 3301 Beginning Ceramics	3		
ART 3601 Painting I or ART 3602 Painting II	3		
ART 3701 Photography I	3		
ART 3801 Printmaking I: Survey	3		
ART 3901 Sculpture I	3		
ART HISTORY 3000 or above (Art 4201, 4207, 4208, 4210, 4220)	6		
GRAPHIC DESIGN COURSES REQUIREMENTS (39 hrs)			
ART 3401 Graphic Design I	3		
ART 3402 Graphic Design II	3		
ART 4403 Graphic Design III	3		
ART 4404 Graphic Design IV	3		
ART 4405 Graphic Design V	3		
ART 4406 Graphic Design VI	3		
ART 4822 Bookmaking and Letterpress	3		
ART 4821 Silkscreen	3		
ART 4078 JUNIOR PORTFOLIO REVIEW	NC	P or F	
ART 4998 BFA Thesis, Cap Stone	1		
ART 4999 BFA Thesis, Cap Stone	2		
GRAPHIC DESIGN ELECTIVES (Must be selected from the following)			
	3		
ART 3802, ART 4803, ART 4804, ART 4078, ART 3702, ART 3602, ART 3501	3		
	3		
	3		
ART ELECTIVES (15 hrs)			
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
132			

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* During the senior year, all candidates must enroll in Art 4998 research development and 4999 BFA Thesis Capstone and successfully present a comprehensive portfolio of work. additionally present a BFA thesis, exhibition and orals of art work. This exhibition must be held in a space approved by the Department of Art.

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* Independent studies or directed readings may be taken toward the fulfillment of Art Electives with the approval of both the instructor and Department Chair.

* No courses may be substituted for listed required courses with out approval of the Department Chair and a grade of D or less will not fulfill any departmental requirement or elective.

* There is no Physical Education requirement nor will any Physical Education classes count as electives.

University Of West Georgia's Department of Art
BFA in Art, Concentration Painting

NAME:	
Students ID #	

YEAR	
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UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEM/YR
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110 ENGL 2000; ENGL/THEA 2050;	3		
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050; ENGL 2050; FORL 1001,1002	3		
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON LAB SCI	3		
SCI, MATH, TECH Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART 1006 Design I (2-D)	3		
ART 1107 Intro Drawing	3		
Art 1008 Life Drawing	3		
ART 1009 Design II (3-D)	3		
Art 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
	60		

PAINTING CONCENTRATION CURRICULUM			
AREA	Credit Hrs		SEM/YR
ART SECONDARY CORE (18 hrs)			
ART 3301 Beginning Cermics	3		
ART 3701 Photography I	3		
ART 3801 Printmaking I: Survey	3		
ART 3901 Sculpture I	3		
ART HISTORY 3000 or above (Art 4201, 4207, 4208, 4210, 4220)	6		
PAINTING COURSES REQUIREMENTS (39 hrs)			
ART 3601 Painting I	3		
ART 3602 Painting II	3		
ART 4603 Painting III	3		
ART 4604 Painting IV	3		
ART 4605 Advanced Painting	12		
ART 4078 JUNIOR PORTFOLIO REVIEW	NC	P or F	
ART 4998 BFA Thesis, Cap Stone I	1		
ART 4999 BFA Thesis, Cap Stone II	2		
PAINTING ELECTIVES (Must be selected from the following)			
	3		
ART 4000, ART 4005, ART 4802, ART 3902, ART 4007, ART 4803, ART 4903 or ART 4304,	3		
	3		
	3		
ART ELECTIVES (15 hrs)			
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
	132		

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University Of West Georgia's Department of Art
BFA in Art, Concentration Photography

NAME:	
Students ID #	

YEAR	
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UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEM/YR
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110 ENGL 2000; ENGL/THEA 2050;	3		
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050; ENGL 2050; FORL 1001,1002	3		
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON LAB SCI	3		
SCI, MATH, TECH Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART 1006 Design I (2-D)	3		
ART 1107 Intro Drawing	3		
Art 1008 Life Drawing	3		
ART 1009 Design II (3-D)	3		
Art 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
	60		

PHOTOGRAPHY CONCENTRATION CURRICULUM			
AREA	Credit Hrs		SEM/YR
ART SECONDARY CORE (18 hrs)			
ART 3301 Ceramics I	3		
ART 3601 PAINTING I or ART 3602 PAINTING II	3		
ART 3801 Printmaking I	3		
ART 3901 Sculpture I	3		
ART HISTORY 3000 or above (Art 4201, 4207, 4208, 4210, 4220)	6		
PHOTOGRAPHY COURSES REQUIREMENTS (39 hrs)			
ART 3701 Photography I	3		
ART 3702 Photography II	3		
ART 4703 Photography III	3		
ART 4704 Advanced Photography	6		
ART 4705 History of Photography	3		
ART 4706 Adv Photography Studio	3		
ART 4707 Professional Assignments	3		
ART 4078 JUNIOR PORTFOLIO REVIEW	P or F	NC	
ART 4998 Special Topics BFA Thesis, Cap Stone	1		
ART 4999 Special Topics BFA Thesis, Cap Stone	2		
PHOTOGRAPHY ELECTIVES (Must be selected from the following)			
	3		
ART 3401, ART 3402, ART 3280, ART 4290, ART 4822, ART 4586, OR ART 4007	3		
	3		
	3		
ART ELECTIVES (15 hrs)			
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		

132

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University Of West Georgia's Department of Art
BFA in Art, Concentration Printmaking

NAME:	
Students ID #	

YEAR	
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UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEM/YR
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110 ENGL 2000; ENGL/THEA 2050;	3		
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050; ENGL 2050; FORL 1001,1002	3		
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON-LAB SCI	3		
SCI, MATH, TECH Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART1008 Life Drawing	3		
ART 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
	60		

PRINTMAKING CONCENTRATION CURRICULUM			
AREA	Credit Hrs		SEM/YR
ART SECONDARY CORE (18 hrs)			
ART 3301 Beginning Ceamics	3		
ART 3601 Painting I or 3602 Painting II	3		
ART 3701 Photography I	3		
ART 3901 Sculpture I	3		
ART HISTORY 3000 or above (Art 4208,)	6		
PRINTMAKING COURSES REQUIREMENTS (39 hrs)			
ART 3801 Printmaking I: Survey	3		
ART 3802 Relief Printmaking	3		
ART 4803 Intaglio	3		
ART 4804 Lithography	3		
ART 4805 Adv Printmaking	6		
ART 4821 Silkscreen	3		
ART 4822 Bookmaking and Letterpress	3		
ART 4078 JUNIOR PORTFOLIO REVIEW	NC	P or F	
ART 4998 BFA Thesis, Cap Stone I	1		
ART 4999 BFA Thesis, Cap Stone II	2		
PRINTMAKING ELECTIVES (Must be selected from the following)			
	3		
ART 3702 ART 4000; ART 4005; ART 3401 ART 4604; ART 4605; ART 4903;	3		
	3		
	3		
ART ELECTIVES (15 hrs)			
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		

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University Of West Georgia's Department of Art
BFA in Art, Concentration Sculpture

NAME:	
Students ID #	

YEAR	
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UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEM/YR
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110 ENGL 2000; ENGL/THEA 2050;	3		
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050; ENGL 2050; FORL 1001,1002	3		
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON_LAB SCI	3		
SCI, MATH, TECH Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
F. MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART 1006 Design I (2-D)	3		
ART 1107 Intro Drawing	3		
Art 1008 Life Drawing	3		
ART 1009 Design II (3-D)	3		
Art 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
	60		

SCULPTURE CONCENTRATION CURRICULUM			
AREA	Credit Hrs		SEM/YR
ART SECONDARY CORE (18 hrs)			
ART 3301 Ceramics I	3		
ART 3601 Painting I or 3602 Painting II	3		
ART 3701 Photography I	3		
ART 3801 Printmaking I	3		
ART HISTORY 3000 or Above (Art 4201, 4207, 4208, 4210, 4220)	6		
SCULPTURE COURSES REQUIREMENTS (39 hrs)			
ART 3901 Sculpture I	3		
ART 3902 Sculpture II	3		
ART 3903 Sculpture III	3		
ART 4903 Sculpture IV	3		
ART 4904 Advanced Sculpture	12		
ART 4078 JUNIOR PORTFOLIO REVIEW	NC	P or F	
ART 4998 Cap Stone I BFA Thesis	1		
ART 4999 Cap Stone II BFA Thesis	2		
SCULPTURE ELECTIVES (Must be selected from the following)			
	3		
ART 3302, ART 3701, ART 4302, ART 4303, ART 4000, ART 4005, ART 4604; ART 4985,	3		
	3		
	3		
ART ELECTIVES (15 hrs)			
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
	132		

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University Of West Georgia's Department of Art
BFA in Art, Concentration Interior Design

NAME:	
Students ID #	

YEAR	
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UNIVERSITY CORE CURRICULUM			
AREA	Credit Hrs		SEM/YR
A. ESSENTIAL SKILLS (9 hrs)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001,1111,1112,1113,1634	3		
B. INSTITUTIONAL PRIORITIES (5 hrs)			
Comm 1110; Art 2000; XIDS 1004; PHIL 2110	3		
ENGL 2000; ENGL/THEA 2050;			
Institutional Priorities Elective	2		
C. HUMANITIES & FINE ARTS (6hrs)			
XIDS 2100; MUSC 1100, 1120; THEA 1100, 2050;			
ENGL 2050; FORL 1001,1002	3		
Hum Elective (ANTH 1100, BUSA 1900 or LIBR 1101)	3		
D. SCIENCE MATH & TECHNOLOGY (10-11 hrs)			
LAB SCI	4		
NON LAB SCI	3		
SCI, MATH, TECH Elective	3		
E. SOCIAL SCIENCES (12 hrs)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Electives (ECON 2100,2105, 06)	3		
MAJOR SPECIFIC COURSES- ART CORE (18 hrs)			
ART1101 2-D Composition	3		
ART 1102 3-D Composition	3		
ART 1007 Intro Drawing	3		
ART1008 Life Drawing	3		
ART 2201 History of Western Art I	3		
ART 2202 History of Western Art II	3		
	60		

INTERIOR DESIGN CONCENTRATION CURRICULUM			
AREA	Credit Hrs		SEM/YR
ART SECONDARY CORE (21 hrs)			
ART 3301 Beginning Ceramics	3		
ART 3601 Painting I	3		
ART 3701 Photography I	3		
ART 3801 Printmaking I: Survey	3		
ART 3901 Sculpture I	3		
ART HISTORY 3000 or above (Art 4201, 4207, 4208, 4210, 4220)	6		
INTERIOR DESIGN COURSES REQUIREMENTS (36 hrs)			
ART 3501 Principles of Residential Design	3		
ART 3502 Construction Drawing and Lighting	3		
ART 3503 Color and Materials	3		
ART 3504 Perspective Drawings and Renderings	3		
ART 4503; ART 4504; ART 4505; ART4506	12		
ART 4078 JUNIOR PORTFOLIO REVIEW	NC	P or F	
ART 4998 BFA Thesis, Cap Stone	1		
ART 4999 BFA Thesis, Cap Stone	2		
INTERIOR DESIGN ELECTIVES (Must be selected from the following)			
ART 4507; ART 4508; ART 4586; ART 3902	3		
ART 3903;	3		
	3		
ART ELECTIVES (15 hrs)			
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
ART 3XXX	3		
	132		

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Course or Program Addition, Deletion or Modification Request

Department: Chemistry

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: / / Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: / / Lecture/Lab/Total

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

Board of Regents has required a change in a number of education courses within Science Education programs; hence, the modifications have been implemented into the B.A. Chemical Education degree. The attached pages includes a list of the removed and added courses, and the previous and newly proposed degree programs.

Prerequisite(s) _____

Present or Projected Enrollment: 2 (Students per year)

Effective Date*: Summer / 2009

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

Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	11/6/08 Date	Department Chair (if cross listed)	Date
	11/6/08 Date	Dean of College (if cross listed)	Date
Stephanie Wright	12/4/08 Date	Chair of TEAC (if teacher prep. program)	Date

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

	4/15/09 Date	Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs Date

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 10/2008

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST _____
GRE: _____ VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

B.A. Chemistry Education

Semester Courses	Semester Hours	Completed
Area A - Essential Skills 9 hours		
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities 4 hours		
1. Oral Communication: Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
*Choose one (if XIDS 1004 is not chosen above)		
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	2	
CS 1000 Practical Computing	1	
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	
Area C - Humanities and Fine Arts 6 hours		
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit.		
ENGL 2190 Studies in Lit. by Women		
ENGL 2200 Survey of National Lit.		
FOIL 2300 Topics in National Lit.		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
Any 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses) 11 hours		
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences 12 hours		
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Choose one:		
ANTH 1102 Intro to Anthropology	3	
ECON 2100 Economics for Everyone		
ECON 2105 Principles of Macroeconomics		
ECON 2106 Principles of Microeconomics		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology		
SOCI 1101 Intro to Sociology		
SOCI 1160 Intro to Social Problems		
XIDS 2300 Interdisciplinary Studies in the Social Sciences		
XIDS 2301 Intro to Global Studies		

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 10/2008

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION _____
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST _____
GRE: VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

B.A. Chemistry Education

Semester Courses	Semester Hours	Completed
Area F		18 hours (includes 2 hrs of Math from Area A & D)
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	60 hours	

Major Courses	25 hours	
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
**CHEM Electives _____	8	
Courses from Supporting Disciplines	18 hours	
EDUC 2110, Investigating Critical & Contemporary Issues in Education	3	
EDUC 2120, Exploring Sociocultural Perspectives on Diversity in Educational Contexts	3	
EDUC 2130, Exploring Learning & Teaching	3	
FREN, SPAN, or GRMN 2001	3	
MEDT 3401, Integrating Technology into the Curriculum	3	
SPED 3715, The Inclusive Classroom: Differentiating Instruction	3	
Professional Education Concentration	22 hours	
CEPD 4101, Educational Psychology	3	
SEED 4271, Understanding the Secondary School Curriculum through Integrative Tech.	3	
SEED 4242, Instructional Strategies for Secondary Science Education	4	
SEED 4286, Teaching Internship	9	
SEED 4289, Teaching Internship Seminar	3	
Total	125 hours	

General Restrictions: No D's are permitted in a major course or professional education. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 300/4000level W- courses where at least one is a chemistry course and the other may be a course that is in the major program.

** Chemistry Workshop Leader (It is required to be a chemistry workshop leader for one semester. To apply as a workshop leader one must have a minimum grade of B in both CHEM 1211K and CHEM 1212K, and have a minimum GPA of 2.9. Also, the student must take the course XIDS 2002 (What do you know about Leadership) which fulfills area B-2 core requirement.*

*** CHEM 3130 and 3140 cannot be used here.*

Justification of Program Change [B.A. Chemistry Education]

The Board of Regents has mandated course changes in the Science Education degree programs that have been implemented into our B.A. Chemistry Education track that we offer. Also, the B.O.R. has allowed for the program to go beyond the 120 total course hours. The total number of course hours comes out to 125 with this new proposed program. The changes that were made are shown below:

Removal of the following courses:

SPED 2706 Introduction to Special Education (3 hrs)

SEED 2271 Introduction to Secondary Education (3 hrs)

CEPD 2102 Developmental Psychology (2 hrs)

*MEDT 2401 Media & Instructional Technology (0 hrs)

**Science Concentration Electives (optional to take chem, bio, geol, or phys.) (4 hrs)

**Chemistry Students have enough background experience to test out of this course requirement.*

***Students generally took an additional chemistry course since it needs to be above the 3000 course level. This was removed to keep the total hours of this degree at a minimum while maintaining the necessary courses to fulfill a major in chemistry.*

Addition of the following courses:

EDUC 2110 Investigating Critical & Contemporary issues in Education (3 hrs)

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contents (3 hrs)

EDUC 2130 Exploring Learning & Teaching (3 hrs)

MEDT 3401 Integrating Technology into the Classroom (3 hrs)

SPED 3715 The Inclusive Classroom: Differentiating Instruction (3 hrs)

Chemistry Electives (≥ 3000); With the additional of two more hours of Chemistry Electives to the original 6 hours previously required, there is a minimum of 8 hours under Chemistry Electives in this new proposed Chemistry Education program. The increase of course hours in Chemistry Electives brings the total chemistry course hours to 37 which is equivalent to the number of hours in Education courses.

Additional Requirement: One Semester of participating as a "Chemistry Workshop Leader"

We consider it extremely important to add the requirement of students in this track to apply to be a Chemistry Workshop Leader for at least one semester which addresses the BOR Goal #4 (80% of teachers by the year 2020). Please read the attached page which further defines Chemistry Workshop and the role of the Chemistry Workshop Leader. A first semester Workshop Leader is required to take the course XIDS 2002 (What Do You Know About Leadership) which can be used in area B-2 in the core.

Chemistry Workshop

What is Chemistry Workshop? It is generally termed Peer-Led Team Learning (PLTL) workshop which is a weekly two-hour session where ten to twelve students work as a team to solve inquiry-based chemistry problems under the guidance of a peer leader. The workshop is not a repeat of the lecture, a recitation or Q&A session, or a supplemental instruction session.

What is a Peer Leader (Workshop Leader)? The peer leader juggles many roles such as role model, coach, cheer-leader, troubleshooter, and facilitator. The focus is not on the leader teaching the students, but rather on the students learning for themselves while the leader strategically leads the students through the problems with questions. The leader actively engages the students in learning chemistry using various techniques and strategies learned in an intense, three day training before classes begin. Each week, during the regular leader's meeting, the leader learns new strategies to present problems and how to deal with potential behavior problems. In addition, the leaders are given an opportunity to meet again for a three-hour retreat close to midterms to "vent" or offer success stories. The result of the leader training is to allow the leader to build a cohesive unit while developing the student's confidence in the subject matter and encouraging a friendly, comfortable, supportive atmosphere. A good workshop leader is able to get the student to become responsible for their own learning and forces them to construct individual understanding of the material. As a result of becoming a peer leader, the leader increases their knowledge of chemistry and has a higher success rate in upper-level science courses, increases their confidence to pursue science-related careers, develops an appreciation for different learning styles, and builds leadership skills that can be carried throughout the rest of their life.

What does workshop offer? Workshops offer many essential elements to learning that a traditional lecture format does not. In a traditional lecture format, the students all file in, sit down, and are, essentially, an audience to the professor. In turn, the students have minimum interaction with each other. In addition, the student-teacher ratio is usually less than ideal. In each workshop, ten to twelve students are given the freedom to discuss and contemplate chemistry concepts in a thought-provoking, yet non-threatening atmosphere. In addition, the students are encourage to connect with other students and mentors through the team-building process of the workshop model. To create such a productive environment, it is vitally important that the workshop provides the opportunities for students to learn from each other and to communicate with each other using chemistry concepts and terms. As a result of the discussions in workshops, students build confidence in their own abilities in chemistry that, in turn, results in them becoming more productive members of society.

For more information about PLTL, please visit <http://www.pltl.org>.

Recommendations for Workshop Leadership by Students Completing B.A. in Chemistry Education

Students working on a Chemistry B.A. with Secondary Education Certification (hereinafter referred to as Chemistry Education majors) will be required to apply to be chemistry workshop leaders. The following recommendations are applied to all students applying for the position as a Chemistry Workshop Leader.

To be considered as leaders, chemistry education majors must

- have completed CHEM 1211 and CHEM 1212 at UWG, or equivalent courses at another college, with a grade of B or better in each course,
- have an overall grade point average of 2.9 or higher,
- complete an application and participate in an interview.

Upon assuming duties as a workshop leader, chemistry education majors will be required to:

- sign a contract containing the same stipulations as are currently imposed on other new leaders,
- enroll in XIDS 2002 (What Do You Know About Leadership – 2 credit hrs).
- failure to comply with the terms of the contract or to show satisfactory progress in the leadership course will be considered grounds for dismissal from the workshop program.

Continuation of chemistry education majors as workshop leaders beyond one semester will be at the discretion of the Chemistry Workshop Coordinator and staff.

Course or Program Addition, Deletion or Modification Request

Department: Physics College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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



The Department of Physics will offer courses in its program for all options in its major to satisfy the DSW intensive writing courses, such as PHYS 3411, PHYS 3512, and PHYS 4984. Majors' DSW courses will be restricted to Physics classes.

Prerequisite(s) _____

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

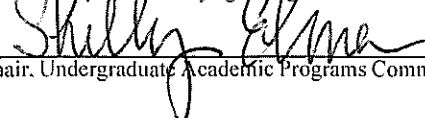
Grading System: Letter Grade Pass/Fail Other

Approval:

	11-14-08		
Department Chair	Date	Department Chair (if cross listed)	Date
	1/23/09		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

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

	4/15/09	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date _____

The Department of Physics restricts its DSW intensive writing requirement to designated upper level physics courses so that these majors will have experience in technical writing. This writing is needed to prepare the students accepting jobs in industry or governmental labs to do reports. It is needed to prepare those students going to graduate school to write in the style of physicists. The style manual of the American Institute of Physics will be used to cite references in these writing courses.

Bob Powell

Professor and Chair of Physics

Course Update Request (Add, Delete, Modify)

Originator English and Philosophy College	College of Arts and Sciences Department	Harrison, Rebecca Originator
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Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete	Modifications <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
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Course Details					
FILM Prefix	2080 Number	Intro to the Art of Film Course Title			
Students will consider the primary visual, aural, and narrative conventions by which motion pictures create and comment upon significant social experience. Students will watch a wide range of films from a variety of countries and historical moments in film history and will have the chance to explore many issues such as framing, photographic space, film shot, editing, sound, genre, narrative form, acting style, and lighting in the context of wider discussions of the weekly films. This is an introductory course and assumes no prior knowledge of film. Students will be evaluated primarily on the basis of weekly postings, a shot-by-shot analysis, and exams. Weekly screening on Monday nights. Course Catalog Description					
3.00 Lec Hrs	.00 Lab Hrs	3.00 Credit Hrs	Fall - 2009 Effective Term	Every Term Frequency	Letter Grade Grading

Prerequisites Engl 1101.

Corequisites

Rationale The department requests the addition of Engl 1101 as a prerequisite for this course per the request by the Council on General Education as a stipulation for its inclusion in C1.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 100
--

Comments <input type="checkbox"/> TEAC Approval Required
--

College Approvals Hendricks, Randy J. (Dr.) [APPROVED] _____ Chair, Course Department Overfield, Denise [APPROVED] _____ Associate Dean, College of Arts and Sciences
--

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

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

FINAL APPROVAL Aldrich, Michael [REQUIRED] _____ Chair, Faculty Senate
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Introduction to the Art of Film

Instructor: *Dr. Barbara Brickman*
E-mail: *bbrickma@westga.edu*
Class Meeting Time: *M W 12:30 - 1:45*
Office: *TLC 2243*
Office Hours: *M W 9:00-12:00*
On-line Office Hours: *T 9:00-12:00*

Description:

In this course students will consider the primary visual, aural, and narrative conventions by which motion pictures create and comment upon significant social experience. We will watch a wide range of films from a variety of countries and historical moments in film history. Students will have the chance to explore issues such as framing, photographic space, film shot, editing, sound, genre, narrative form, acting style, and lighting in the context of wider discussions of the weekly films. This is an introductory course, and assumes no prior knowledge of film. Students will be evaluated primarily on the basis of quizzes, short writing exercises and response papers, in-class writing, and exams.

Required Texts:

Corrigan, Timothy and Patricia White. *The Film Experience: An Introduction*

Electronic Reserve Readings on the course WebCT site (a handout for first-time users is available on-line)

Policies:

Learning Outcomes:

- Students will demonstrate an ability to analyze films as texts.
- Students will gain an enhanced knowledge of the medium's distinctive qualities.
- Students will demonstrate in both oral and written work a discipline-specific critical facility through thesis-driven analysis of related material.
- Students will demonstrate a basic understanding of the history of developments in motion pictures.
- Students will develop the ability to discuss critically key concepts in film studies relating to distribution, exhibition, production, mise-en-scene, cinematography, editing, sound, and narrative conventions.
- Students will gain a familiarity with alternatives to classical Hollywood cinema, for instance documentary, experimental, independent, or global cinema.
- Students will develop an introductory understanding of basic concepts in film theory.

Program Goals:

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness (Core Curriculum learning outcomes I)
- Cultural and Social Perspectives: Cultural and social perspective will be characterized by

cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance. (Core Curriculum learning outcomes III)

Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression (Core Curriculum learning outcomes V)

Humanities/Arts Learning Outcomes:

1. To develop the ability to recognize and identify achievements in literary, fine and performing arts;
2. To have an appreciation of the nature and achievements of the arts and humanities; and
3. To develop the ability to apply, understand, and appreciate the application of aesthetics criteria to "real world circumstances."

This course contributes to the program goal of equipping students with a foundation in the issues surrounding literary study in contemporary culture.

Assignments:

There are four types of assignments for this class: readings/screenings, quizzes, writing exercises, and two exams. You must complete the reading assignments before each class and be prepared to be called on about the content of the readings. Also, Thursday's class will involve some group work and class discussion related to the readings for that day and the weekly screening. Your involvement in this group work and discussion (along with attendance in class) will make up a large part of your participation grade.

Note: Readings and assignments are due on the day they are listed on the syllabus. Many readings are marked by "WebCT" and can be found on the course's WebCT page. Changes or additions to the readings may occur during the semester. I will announce these in class and post them on WebCT.

Screenings:

Film screenings act as perhaps the most essential 'reading' assignment for each week and should be regarded with the utmost scholarly attention. This is a film class and these texts are your primary sources so they should be treated as such. With this in mind, I recommend you take notes during screenings or just after--your participation and written responses will depend on it. You can find many of the films in the usual places (for rent in your local video store, for rent on an on-line video store, or for purchase in stores), but I have also put two copies of every film on four-hour reserve in the library. You may take the film out of the library during that four hours to watch in a computer lab or on a laptop or you can use the library's viewers. Additionally, I am working on securing a room for group screenings, but I will say more about that in class.

Writing Exercises:

In the first half of the semester, students will perform a shot-by-shot analysis of one scene of a film. This 2-page paper will be an analysis of a visual motif in the scene which students must first break down into shot-by-shot annotations. The analysis of the motif will comprise the 2 pages and the shot-by-shot documentation must be attached at the end (as an appendix). The essay must follow MLA formatting and citation practices (which we will cover in class). In the second half of the semester, you will be asked to write a segmentation of a narrative section of a film. This 2-page paper will ask students to provide an overview of the narrative structure and analyze the significance of the ordering of events. Next, *Please note:* The syllabus indicates that there will be a writing workshop day on which a draft of your essay will be due. If you do not come to class on these days and present a draft to me, your paper will not be eligible to receive a grade. *In other words, if you do not go through the workshop process and fail to turn in a draft for shorter and longer essays, you cannot turn in the final version*

of the paper for a grade.

Quizzes and Exams:

There will be two exams, one at the midterm and one at the end of the semester, and a number of quizzes. The quizzes and exams will test students' understanding of key film terminology and historical developments. The shorter quizzes will be simple reading/viewing comprehension tests and the long quizzes are meant to prepare students for the more difficult task of the examination. The total for all the quizzes will comprise 30% of the student's final grade, after the lowest quiz grade is dropped. The midterm exam will test, in a more comprehensive way, the students' growing understanding of concepts and film movements and will comprise 15% of a student's final grade. Furthermore, the final exam will include the midterm-type questions and an essay portion challenging students to articulate increasing critical sophistication in relation to the cinematic text (20% of final grade).

Class Participation:

You will be expected to participate as much as possible in this class. Active participation involves, of course, attending class, but you are also expected to have done all the reading before class and screened the films (well enough for pop quizzes), to listen attentively to the instructor and your other classmates, and to offer provocative and interesting questions or contributions to class discussion. Your participation accounts for a significant portion of your final grade (10%), so I highly recommend that you come to class with your own discussion questions in mind and that you stay on top of any and all absences or tardiness problems.

Grades: The percentage breakdown is as follows:

Quizzes = 30%	Midterm Exam = 15%
Segmentation = 10%	Shot-by-shot = 10%
Final Exam = 20%	In-class writing/Participation = 15%

Policies:

Attendance:

Class attendance is **mandatory**. There is too much material to cover in the short time allowed in two meetings a week to be able to afford an absence. I understand, however, that emergencies occur. Do your best to keep me aware of when and why you will miss a class. Be advised, though, that every absence after your **2rd absence** will lower your participation grade by 1/2, and **five or more absences will result in an administrative withdrawal from the course with an F**. Although, again, I understand that emergencies occasionally arise, consistent tardiness will not be tolerated. If this becomes a problem (i.e. I have to speak to you about it), you can expect to lose *half and absence*.

Please turn off all cell phones and pagers before class begins.

Deadlines and Late Papers:

Papers are due at the beginning of class and late papers (even 15 minutes into class) will be penalized. We are often starting new material on the days papers are due, so a late-comer will miss course material and disrupt discussion. More seriously, late papers will lose **1/2 of a letter grade for each day they are late**. After a week (seven days late including weekends), the paper will automatically receive a failing grade (**F**). If a student has a verifiable medical excuse or family emergency and requests an extension (by e-mail, phone, or in person) before the paper deadline, then an extension can be granted. Excuses such as having papers or exams for other classes, discovering a schedule conflict with work or other responsibilities, or simply feeling overwhelmed occur too commonly to be considered "serious" and will not result in an extension.

Academic Honesty:

Plagiarism is the act of claiming the ideas or actual words of another as one's own. This act can take several forms: copying an essay from a printed source or the internet, taking answers from

another student's paper, or using the language and/or ideas from any source without proper citation. The work you turn in should be your own. The penalties for academic dishonesty are severe, and ignorance is not an acceptable defense. Flagrant violations of this policy (e.g. copying papers from the internet or cheating on exams) are grounds for failing the course. I will pursue (and have pursued in the past) any irregularities I detect, and, if necessary, I will begin formal proceedings according to university policy.

Paper Formatting:

Papers should be typed, double-spaced, in 12-point font (preferably Times New Roman or another standard serif font) with 1" top and bottom margins and 1-1.25" right and left margins, and without title pages. Using large margins and enormous fonts (i.e. Courier New) to fulfill the page requirement fools no one, least of all me (I used to work in desktop publishing and I know all the tricks), so follow these guidelines and come for extra help or use the writing workshops to learn how to present a full, well-supported argument that meets the page requirements.

Extra Help:

If you feel you need help or if you have any questions regarding the class, come by my office, **Room 2243** in the TLC. I will always be in my office and prepared to offer assistance during my office hours, which will be from **9:30-12:00 on Mondays and Wednesdays, and 3:30-5:00 on Tuesdays and Thursdays**. If for some reason you are unable to see me during my office hours, I can arrange an alternative meeting time. Always bring your notes and past assignments with you when you come to see me so that I can better determine how your preparation is affecting your overall performance. In the worst case scenario (i.e. you can't find me or have to ask me a question immediately), you can always e-mail me. Also, do not forget about the Writing Center where the instructors and staff work to assist writers at any point in the writing process. For more information or to make an appointment, e-mail the Writing Center at writing@westga.edu.

E-mail:

If you need to reach me for any reason, you will have the best luck via e-mail at bbrickma@westga.edu. For all official correspondence with me, you **must** e-mail me from your university (MyUWG) account or WebCT account in order to make it easier to identify the sender of the e-mail and to avoid unnecessary security or virus risks.

Special Needs:

The University of West Georgia adheres to the Americans for Disabilities Act, known as ADA, which requires that all programs at the university be accessible to people with disabilities. If you have a registered disability that will require accommodation, please see me in my office at the beginning of the semester. If you have a disability that you have not yet registered through the Disabled Student Services Office, please contact Dr. Ann Phillips in 272 Parker Hall at (678) 839-6428.

Introduction to the Art of Film - Fall 2007

Course
Policies
August

Introduction

15 Course Introduction – The Audience That Knew Too Much
Working Definitions of "Critical Reading" and "Text"

20 The Business - Distribution, Promotion, Exhibition

Film Experience – Chapter 1

Screening: *Sunset Boulevard* (Wilder, 1950)

22 Star System

Recommended Reading: "Béla Balázs on the Face of Greya Garbo," *Film Experience*, p.72-74

Composition

27 Mise-en-scene

Film Experience – Chapter 2

Screening: *Nosferatu* (Murnau, 1922)

29 German Expressionism

Quiz #1

September

3 **LABOR DAY - No Classes**

5 Cinematography
Film Experience – Chapter 3

10 Cinematography
Film Experience – Chapter 3 (cont.)

Screening: *Raising Arizona* (Coens, 1987)

Begin exercises for Shot-by-shot

12 **Recommended:** Place, J.A. and L.S. Peterson. "Some Visual Motifs of Film Noir"
(*M&M*)

Cinematography Quiz

17 Editing - Introduction to Continuity
Film Experience – Chapter 4 (p.110-36)
Screening: *The Big Sleep* (Hawks, 1946)

19 **Shot-by-shot Exercise**

Recommended: Bellour, Raymond. "The Obvious and the Code" (WebCT)

24 Editing - Alternatives to Continuity
Film Experience – Chapter 4 (p.136-65)
Screening: *À bout de souffle* [*Breathless*] (Godard, 1960)
Typed Shot-by-shot Due

26 **Editing Quiz**
Writing Exercise for Shot Analysis

October

1 Review for Midterm
Shot Analysis Due, attach graded shot-by-shot

3 **Midterm Exam**

8 Introduction to Film Sound

Film Experience – Chapter 5
Screening: *The Conversation* (Coppola, 1974)
Last day to withdraw with grade of "W"

10 Introduction to Film Sound (cont.)

Organizational Structures

15 Narrative Form
Film Experience – Chapter 6
Screening: *Adaptation* (Jonze, 2002)

17 **Segmentation Exercise**

22 Genre Film
Film Experience – Chapter 8

24 **Quiz #4**
Writing Exercise for Segmentation Analysis

Alternatives to the Mainstream

29 Experimental Film
Film Experience – Chapter 7
In-class: *Meshes in the Afternoon* (Deren, 1943); *Un Chien Andalou* (Buñuel, 1929)

31 Documentary

Film Experience – Chapter 7 (cont.)

**Novemb
er**

- 5 Documentary (cont.)
Screening: *Grizzly Man* (Herzog, 2005)
Recommended: Arthur, Paul. "Extreme Makeover: The Changing Face of Documentary" (WebCT)
- 7 **Segment Analysis Due**, attach graded segmentation
- 12 Global Cinema
Film Experience – Chapter 10 (p.365-83)
Screening: *Monsoon Wedding* (Nair, 2001)
- 14 Global Cinema Cont.
- 19 **Quiz #5**
- 21-25 **THANKSGIVING RECESS - No classes**
- 26 American Alternatives
Film Experience – Chapter 10 (p.383-415)
Screening: *4 Little Girls* (Lee, 1997)
- 28 Defining Independence?
Decemb
er
- 3 Final Review for Exam
- 12 **Final Exam - 11am-1 pm**

Course Update Request (Add, Delete, Modify)

Originator Political Science and Planning College	College of Arts and Sciences Department	Schaefer, Robert Originator
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Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	Modifications <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
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Course Details						
POLS	4215	Management of Nonprofit Organizations				
Prefix	Number	Course Title				
<p>This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objectives statements, fundraising, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. The course will include a field research component.</p> <p>Course Catalog Description</p>						
3		3	Fall - 2009	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

Prerequisites See hard copy catalog for pre-requisites.	Corequisites
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Rationale Please add this course to the undergraduate catalog. It is currently taught as POLS 6209. Many undergraduate students would like to take the class. Note, too, our other request to change POLS 6209 to POLS 5215.
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Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 30	Comments <input type="checkbox"/> TEAC Approval Required
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College Approvals
<u>Schaefer, Robert [APPROVED]</u> Chair, Course Department
<u>Overfield, Denise [APPROVED]</u> Associate Dean, College of Arts and Sciences

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

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

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

The University of West Georgia

Management of Non-Profit Organizations

POLS 4215

Course Overview

This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles, such as developing effective mission and objectives statements, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. Thus, students will be provided an opportunity to examine critical issues of management faced by leaders in nonprofit organizations.

Required Texts:

Herman, Robert D. & Associates, (1994). The Jossey-Bass Handbook of Nonprofit Leadership and Management. San Francisco, CA: Jossey-Bass.

A course reader is required.

Learning Outcomes:

Students will demonstrate that they have thoroughly developed:

- 1) an understanding of the terminology needed in the field of nonprofit management.
- 2) knowledge of the literature in nonprofit management
- 3) knowledge of nonprofit management methods, practices, and applicable laws.
- 4) experience in presenting and defending positions.
- 5) skills needed to develop and manage a nonprofit organization.
- 6) an understanding of how to evaluate nonprofit effectiveness

Course Requirements:

Assignments

Students will be evaluated based on six different measures: class lecture, class discussions, mid term, case study analyses, field research project, final project and a final exam. Students will be placed in groups to complete case study analyses, field research project and final project. The case study analyses should be no more than two to three pages. We will have a class discussion about cases on the day the cases are due. Also, each student will be asked to prepare a ten page case study on a nonprofit that is assigned. The analysis will be presented in class.

Course grading will be based on 15% for midterm, 10% on case studies, 20% on field research project, 25% final project-Community Action Plan, and 20% on the final. Class participation will account for 10% of ones grade and will be considered in determining final course grades.

FIELD RESEARCH PROJECT

A group of 2 students will be given a case site that will serve as their field research project. They will be required to make at least two site visits, interview key persons in the nonprofits (e.g., the pastor, director, staff persons, and clients), and garner any and all printed materials concerning

the program (including grant proposals, website information, and marketing materials). Afterwards, they are to analyze based on the above data sources the strength and weakness of their nonprofit. This analysis, which will be at least 10 pages, should offer recommendations to the organization for growth. I will hand out an example of how the field research project should look. It is due February 22.

EXAMINATIONS

There will be two exams during the semester. Both exams will be comprised of essay and short answers. The final exam will be comprehensive. Grades will be based on the correctness of answers as well as the degree of knowledge you display and the clarity of thought you portray in written communication. Make up examinations will not be offered except for documented emergencies. Even then, an alternate form of the examination will likely be substituted.

COMMUNITY ACTION PLAN

Because this class examines the theoretical tenets of Nonprofits and the practical elements of management through the use of case studies, students, via groups of 2, will be required to develop a community action plan for a local faith group in Carrollton. It is the purpose of this plan to allow students to design and implement a community initiative that meets a systemic need of that particular community. Much like a business plan, the community action plan posits a comprehensive community needs assessment, a background and organization (either existing or developing) analysis, the theory of change, the proposed solution, plan action, and the critical success factors.

CLASS ATTENDANCE & PARTICIPATION

Class attendance is an important part of succeeding in this class and is expected of all students. Class time provides an opportunity for you to ask questions, clarify issues, and deepen your understanding of the concepts covered in the text. If you are absent, you are responsible for getting any notes, assignments, and schedule changes made on that day. If you come in late, you are responsible for seeing that the attendance record is correct. Class attendance may affect marginal grades. **Above and beyond the expected class attendance, students are required to complete the readings as assigned (see course schedule) *prior* to the beginning of the class period. In addition, the professor will assign case studies for analysis. Both the readings and the case studies will test your analytical skills, your comprehension of course material, and your ability to apply what you learned.** Grades are based on the degree of knowledge you display, the clarity of thought you portray in oral communications, and your facility in applying relevant concepts.

CLASS POLICIES:

- No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from involvement or participation in, or otherwise be subjected to discrimination under any program or activity conducted by State University of West Georgia.
- State University of West Georgia adheres to affirmative action policies designed to promote diversity and equal opportunity for all faculty and students.

- Students must abide by policies in the College Catalog, Student Handbook, and if applicable, program handbook. The Instructor cannot change school policies.
- If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance of support services, please seek assistance through the Center for Disability Services. A CDS counselor will coordinate those services.
- Students will be courteous to each other and the instructor. Do not talk to your friends during class. If you are more than three minutes late to class, do not enter the classroom. Try to enter and be seated quietly. Turn off any cellular phones and pagers while in class. If you disrupt the class you will be dismissed.
- Students are encouraged to take an active interest in the class. You are welcome to ask questions and express your opinions on the material covered in class. The exceptions to this are racially or sexually discriminatory comments.
- Students should inform the instructor anytime they have a situation that will create a problem for the student in the class. Most problems can be resolved if they are dealt with in advance.

ACADEMIC HONESTY

Cheating = Failure (please refer to attached *Academic Integrity Statement*). Cheating is unacceptable conduct and will result in an automatic grade of "F" for the course, and be reported to Academic Affairs. Students are required to do all of the work for this class on their own. Copying answers to exercises or examinations from anyone constitutes cheating. Allowing another student to copy one's answers will be treated as cheating. Consulting with the instructor about any assignment does not constitute cheating and is encouraged.

Definitions and Examples

Plagiarism - Plagiarism is presenting another person's work as one's own. Plagiarism includes not only the exact use of another's words, word for word, but also the paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility. In case of doubt, give a citation of the author you are using. Failure to indicate the extent and nature of one's reliance on other sources is plagiarism. A plagiarized paper will result in a failing grade on the work in question, and perhaps, for the entire course.

Cheating on Examinations - Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "cheat sheets" during an examination (unless receiving instructor approval), or sharing information with another student either during or after an examination.

Falsification - It is a violation of academic honesty to misrepresent material or to fabricate information in an academic exercise or assignment (e.g. false or misleading citation of sources, the falsification of the results of experiments or of computer data).

Multiple Submissions - It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor to whom the material is being submitted the second time.

Schedule

January 18

Course Overview and Introduction to Nonprofit Organizations

Review of syllabus, course requirements and student interests

Types of nonprofit organizations

Historical evolution of non profit sector

Nonprofit organization legal structure

Required Reading:

“Note: Introduction to the Case Study Method” by Pulane Evans
Herman Chapters 1, 4

January 25

The Legal Structure of Nonprofit Organizations

Ethical Issues in Nonprofit Management.

Required reading:

Herman, Chapters 3, 9

Case Studies: Greed, Sex, and Abuse of Power and After All, Nobody Got Hurt!

January 31

Introduction to Nonprofit Management Issues: Mission and Values

The role of mission in nonprofit organizations

Creating an effective mission statement.

Required Reading:

Brinckerhoff, pp. 3-8

Case Studies: “Changing Missions for Nonprofits”,

February 1

Governance Issues and the Organizations of Nonprofits

Role of the Board in a nonprofit organization

Leadership and Committee Structure

Required Reading:

Herman, Chapter 6, 7

Case Studies: "Nonprofit Board Governance," and "Dual Roles and Conflict in Voluntary Organizations"

February 8

Creating a Strategic Plan

Role of Strategic Planning in nonprofit organizations

How to put together a strategic plan

Required Reading:

Herman, Chapter 8

Case Studies: "Organization Development in the Ashfield Youth Corp."

Homework: "Willow Creek Community Church" L. Schlesinger and J. Mellado and
Rev. Michael Walker and The Ronald McNair CDC" Evans

February 15

Financial Management Issues I

Budget Creation and budget management; cash flow

Government contracts and their management

Required Reading

Herman, Chapter 15

Case Study: "Supermarkets in Inner Cities," Jaas Elias and "Identifying and Mobilizing
Community Resources" Marchant and Jones

February 22

Financial Management Issues II

Reading and using financial statements

Financial control strategies in nonprofit organizations

Required Reading

Herman, Chapters 18, 19, and 20

Case Studies: "Taking Risks for a Good Cause" and "Barrytown Community Resource Center"

March 1

Social Entrepreneurship

Entrepreneurship and nonprofit organizations

Non-traditional sources of revenue

Social Entrepreneurship

Fund Raising Principles

Fund Raising Plans

Types of fund raising: capital campaigns, endowment building, annual campaigns, major donors, direct mail, events.

Creating a constituency

Required Reading:

Herman, Chapters 17 and 18

March 8

Volunteers and Volunteerism

Current and Historical role of volunteers in nonprofit organizations (voluntary sector)

Required Reading:

Hermann, Chapter 22

Case Studies: "Friends, Volunteers, and Adversaries," and "The supply side of volunteerism"

Homework: "Big John Changes Careers"

March 15

Leadership Theory

Are you a Leader?

What are the characteristics of a Leader?

Required Reading:

Hermann 7, Kotter's "What Leaders Really Do." and Kotter's "Leading Change: Why Transformation Efforts Fail"

Case study: Taking Risks for a Good Cause

Homework: "The Rev. Congressman Floyd Flake and the Allen Temple AME Church,"
Evans

March 29

Management Process: Theory and Practices

Finding and Keeping the Right Employees

Required Reading:

Hermann 13 and 23, David Morgan's Chapter 8, Joseph Cayer's 6

Case Study: "Gary Corbett's Challenge" and "Conflicts on the Human Services Coordination Team"

Homework: "An unwelcome Advance" and "HIV and Employee Rights"

April 5

Marketing

What's in a name? Branding and Identity

Required Reading:

Hermann's 12

Case studies: "UNICEF," Quelch and Laidler

Homework: "Where Latin America Meets Brooklyn: ACCION International's Effort to Import Microlending to the US," Brunt.



Addendum III

(from page 102 of 2008-2009 Undergraduate Catalog)

Academic Standards *of Progress*
~~**Retention Standards for Regular Students**~~

The University of West Georgia seeks to provide an environment suitable for promoting the systematic pursuit of learning. To ensure this primary goal, the University requires of its students reasonable academic progress. The retention of those students who repeatedly demonstrate a lack of ability, industry, maturity, and preparation would be inconsistent with this requirement.

Students will be evaluated each semester on the basis of cumulative grade point average and the total number of hours attempted. Hours transferred will be included in determining the total hours attempted; however, the cumulative grade point average will be computed only on the work completed at West Georgia (*institutional grade point average (GPA)*). The academic standing for a semester is not adjusted when a course taken that semester is subsequently repeated during a later semester and the first grade earned is removed from the calculation of the grade point average.

Academic Standards: The cumulative grade point average required for the total number of hours attempted is given below:

1-30	1.6 1.8
31-50 60	1.7 1.9
51 61+hours -70	1.8 2.0
71-96	1.9
96+ hours	2.0

Under the provisions of the academic policies of West Georgia, students are classified as follows:

~~**Good Standing** – A student in good standing has earned an institutional grade point average which meets the retention standards of the University.~~

Academic Warning – *All students who fail to meet academic standards will be on Academic Warning the next semester of enrollment. Students on Academic Warning may be required to meet certain conditions to be eligible to register for future terms. Such conditions may include a reduced course load, meeting with an academic advisor, attending student success seminars, and/or other academic support interventions. There are three possible outcomes from a semester on Academic Warning:*
(1) A student who raises his/her institutional grade point average to meet the Academic Standards outlined above, will be removed from Academic Warning. (2) A student who receives a term GPA of 2.0 but does not raise the institutional GPA enough to meet above standards, will remain on Academic Warning. (3) A student who fails to achieve a semester grade point average of 2.0 while on Academic Warning will be placed on Academic Probation.

Academic Probation - All students, including first semester freshmen and transfer students, who fail to meet the retention standards *meet the conditions to be removed from or stay on Academic Warning* will be on Academic Probation the next semester of enrollment. *Students on Academic Probation may be required to meet certain conditions to be eligible to register for future terms. Such conditions may include a reduced course load, meeting with an academic advisor, attending student success seminars, and/or other academic support interventions. There are three possible outcomes from a semester on Academic Probation:*

~~A student on probation who makes satisfactory progress toward reaching the retention standard will be continued on probation. Satisfactory progress in this context means that the student earns a grade point average of 2.0 or better for all semesters on probation.~~

(1) A student who raises his/her institutional grade point average to meet the Academic Standards outlined above, will be removed from Academic Probation. (2) A student who receives a term GPA of 2.0 but does not raise the institutional GPA enough to meet above standards, will remain on Academic Probation. (3) A student who fails to achieve a semester grade point average of 2.0 while on Academic Probation will be placed on Academic Suspension. Once on Probation, a student will not return to Academic Warning, but will remain on Academic Probation unless he/she meets outcome 1 or 3.

Academic Suspension - Students who do not earn a minimum semester grade point average of 2.0 while on *Academic* Probation regardless of the institutional GPA will be suspended for one semester. ~~An appeal is possible only if plausible evidence is provided that an error has been made or that a course grade was unjustly assigned.~~ *Students will be considered for a one-term waiver of Academic Suspension under extreme circumstances as determined by the Office of the Provost and Vice President for Academic Affairs.*

Readmission on Probation will be automatically allowed after one semester of suspension. Students on probation who do not make satisfactory progress after returning from an initial suspension will again be suspended, this time for one calendar year. An appeal is possible only if plausible evidence is provided that an error has been made or that a course grade was unjustly assigned. A student who is suspended for the second time may apply for readmission on probation one calendar year from the date of suspension.

Academic Dismissal - Students on probation after a second suspension who do not make a 2.0 on all work attempted in each subsequent semester of enrollment regardless of the cumulative GPA will be dismissed. Dismissed students are eligible to return only when they have earned an associate degree or are granted Academic Renewal after a five-year absence from any post-secondary institution.

Addendum IV

(from the Student Conduct Code, Appendix A, Student Handbook)

2.00 Academic Dishonesty

All forms of academic dishonesty, including cheating, fabrication, plagiarism, and facilitating or allowing academic dishonesty in any academic exercise.

Cheating means using, attempting to use, **or aiding others in using** unauthorized materials, information or study aids.

Fabrication means falsification or unauthorized invention of any information or citation.

Plagiarism means representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

3.00 Disruptive Behavior

.01 Interfering with normal university sponsored activities, including but not limited to, studying, teaching, research, university administration, disciplinary or public service activity, or fire, police or emergency services.

.02 Classroom disruption: Any classroom behavior that interferes with the instructor's ability to conduct class or the ability of other students to learn. Examples of disruption include, but are not limited to the following: allowing personal electronic communication devices to ring or beep, making or receiving phone calls or pages, or engaging in conduct that causes or provokes a disturbance that disrupts academic pursuits or infringes upon the rights of others.

.03 Other prohibited behavior includes but is not limited to: obstructing the free movement of others, interfering with the use of university facilities, the abuse or unauthorized use of sound amplification equipment, and interfering with the freedom of expression of others.

(In relation to this section see the university policies governing the use of sound amplification equipment, freedom of expression, and scheduled demonstrations and marches.)

Addendum V

DDEC: Update on CourseDen Migration, Services Offered (thru Feb 2009)

Overview:

Beginning last Spring 2008, the BOR began preparing campus admin and support units for the migration of all USG schools from the older version of WebCT Vista 3 to the newer Blackboard Vista Enterprise System 8. The USG calls the new system "GeorgiaVIEW Vista". The change included the move of 40 campuses and other collaborative groups from the original 3 server clusters to 10, in order to improve performance. UWG was among the first group to migrate, with the new Vista 8 servers becoming available October 2008 for migration and going live January 2009. The second group of schools is still undergoing migration efforts and will go live for Summer term 2009. The old WebCT Vista servers will remain online until the end of Summer 2010, and are accessible by request.

Project planning:

To facilitate the migration, the UWG Distance & Distributed Ed Office with the help of the VPAA's office and Deans, formed a Migration Steering Committee of high level administrators to help make decisions on the rollout process, timeline, communication, and support efforts. Sub-teams were also formed, to help execute efforts and provide feedback. The sub-committee included distance ed faculty, as well as ITS, DDEC, and Public Relations reps. The Migration Steering Committee voted to rename our new version of GeorgiaVIEW Vista 8 as "CourseDen".

Migration of Course Materials, Service Provided:

One key decision each campus had to make was how the content would be migrated to the new server and format. While some schools elected to only train and assist faculty in doing the actual migration of course materials themselves, the UWG DDEC chose to migrate materials for faculty, by request.

Since October and continuing today, DDEC staff and student assistants work to manually move files and rebuild courses, by faculty request. Beginning in November, the USG rolled-out a SMART tool to help with the migration of course materials. Though there are still manual processes involved in using the SMART tool, the application does make the process overall faster. However, the SMART tool does not work on courses with lots of multi-media and in some cases copies materials but breaks media links. As a result, the DDEC continues to work to manually fix and rebuild necessary courses. The migration of materials is still ongoing, as more instructors request migration of old Summer and Fall course materials for the upcoming terms. See data below:

# of course sections migrated as of 2/23/2009	Course sections DDEC migrated by manual rebuild	Course sections DDEC migrated using SMART	Spring 09 Active course sections	Total all active course sections as of 2/23/2009	Total course sections migrated by DDEC
University of West Georgia	402	311	895	*1331	713

*This number includes active course sections in development for Summer and/or Fall 2009.

Training & Support Services. In August, the DDEC delivered an overview of the migration plans to approximately 70 incoming faculty, during the VPAA’s annual New Faculty Orientation. BOR reps visited the campus in September, to kick off two-days of workshops to introduce faculty and staff to the new system. The DDEC continues offering the introductory workshops as well as “Drop-In” sessions, whereby faculty can drop by a lab for personal assistance. Just-in-time support and training is also available via phone and the web.

Training & Support Services Related to Migration (as of kickoff and continuing)	Data & Info (see http://distance.westga.edu/webct1/faculty/)
Faculty/Staff Group Workshops (pre-determined or customized), including special “Drop-In” Sessions whereby faculty could drop by a lab for personal assistance & Apollo Lunch Presenters	See http://www.westga.edu/~training 24 workshops offered, averaging 2 hrs, with 147 in attendance
Faculty/Staff One-on-one Sessions (online, by phone, our office or yours (Dr D))	By appt. (distance@westga.edu / 678-839-6248) 143 sessions, avg 1 hr
Live to desktop sessions via Wimba’s Live Classroom	4 sessions offered/ 1 hr each/ 12 in attendance
Archived audio or video demonstrations	http://distance.westga.edu/webct1/tutorials/tutorials2.html
Online in-print tutorials, resources, self-paced courses	By request or http://distance.westga.edu/webct1/tutorials/tutorials2.html
Faculty/Staff Informal community sharing (Apollo Luncheons w/ faculty presenter, listservs)	Monthly luncheons; Listserv by request
Student Orientations (either one-on-one or for faculty class-wide)	By request; or materials provided: http://distance.westga.edu/webct1/students/ 2 General Orientation, 6 Class Orientations
Dedicated Graduate Assistants (for Fully Online or Developing Fully Online Programs)	In addition to above, 3 GAs provided 52 faculty one-on-one sessions, and 2 individual student orientations
Distance Ed Helpline (678-839-6248/ distance@westga.edu)	July 1, 2008 - March 27, 2009 3354 Total Help Calls Logged in Remedy Tracking System Approximately 350 helpcalls (phone, email)/ 133 personnel hours were related to Course Migration
USG’ Online Support Center (24/7 help) (http://help8.view.usg.edu/ 1-866-588-5293)	The BOR provides this 24/7 Helpdesk for all users

Technologies Supported by the DDEC.

- Tools in CourseDen Vista
- Basic HTML (web page) design
- Live audio or video (Wimba)
- Archived audio or video (Wimba, Camtasia, Impatica, streaming solution, USG Podcast server)
- Secure testing (SecureExam)
- Assessment/ Flash Interactives (Respondus/ Studymate)
- Online Tutoring/ TA for fully online programs (Smarthinking)
- Open-source (Google Docs/ Forms, Gabcast, Audacity)

Addendum VI

Course Update Request (Add, Delete, Modify)

Originator

 Anthropology
College

 College of Arts and Sciences
Department

 Gezon, Lisa
Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 ANTH 5885 Special Topics in Anthropology
Prefix Number Course Title

Special topics in ethnology, linguistics, physical anthropology, or archaeology at the graduate level.

Course Catalog Description

1-3 Lec Hrs	0 Lab Hrs	1-3 Credit Hrs	Fall - 2009 Effective Term	Other Frequency	Letter Grade Grading

Prerequisites

Permission of instructor.

Corequisites
Rationale

We have a special topics course at the undergraduate level (ANTH 4885). This course will allow us to add a graduate component to selected courses. This will enable us to serve the students of the Graduate School and to contribute to graduate programs such as Public History, Sociology, and Psychology. We also believe that working side by side with graduate students will motivate our undergraduate students.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

The course will not be offered on a regular rotation.

 TEAC Approval Required

College Approvals

Gezon, Lisa [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Clark, Charles [APPROVED]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Model Syllabus for Example



****ABBREVIATED VERSION****

Dr. Thomas Foster
tfoster@westga.edu
www.westga.edu/~tfoster
webct.westga.edu

Anthropology 4885/5885

Special Topics in Archaeology
Cultural Resource Management

Fall 2009

MW 3:30-4:45

Office Hours: 2:00-3:30 and MW
at 3 Anthropology Bldg. and
8:30-12:00 TT at Waring Laboratory
and by appointment

Phone: 678 839 6455 (main office)

Topic	Schedule
Introduction and Context of class	1
History of CRM and archaeology	2
Federal Laws: why we do CRM	3
Section 106 and determining significance	4
Other CRM regulations	5
NAGPRA and related laws	6
Mechanics of CRM: contracts	7
Responding to a RFP	8
Phase I Survey	9
Phase II Survey	10
Phase III	11
ARPA investigations, curation, and misc. projects	12
Laboratories and curation	13
Reports	14
CRM as a profession	15

COURSE DESCRIPTION: ANTH 4885/5885 - Cultural Resource Management

Credits: 3.00 An examination of the history of the field of cultural resource management including major federal and state laws that govern the preservation of cultural resources. Attention will be given to archaeological, historical, and architectural applications. **Lecture:** 3.00

College: College of Arts and Sciences

Department: Anthropology

Content

We will discuss the history of cultural resource management (CRM), practical, ethical, and legal issues surrounding the preservation of prehistoric and historic cultural resources on the local, state and national level, how to locate projects, make proposals and conduct CRM surveys; writing, submitting and reviewing reports; maintaining good community relations.

Model Syllabus for Example

Student Learning Outcomes

**Students will demonstrate knowledge about the history of cultural resource management in the United States (Anthropology Department LO2 and LO3)

**Students will demonstrate knowledge about the process of cultural resource management in the United States (LO 1, 4, and 5)

**Students will apply the process of cultural resource management to a proposal (LO1 and LO5)

Teaching Materials

Since everyone learns differently, I make an explicit attempt to incorporate a variety of teaching materials and methods. Some learn best by writing, some by hearing, some by seeing, and some by doing. This is a very hands-on, active learning class. Readings will be used to supplement and enforce what we learn in class but we will be actually working through the skills used by CRM professionals.

Texts

Practicing Archaeology: A training manual for cultural resources archaeology. Thomas Neuman and Robert Sanford, Alta Mira. (NS)

Cultural Resource Laws and Practices. Thomas King. Alta Mira Press. (King)

Additional readings are on reserve at the library and may be added as needed. I will inform you if any additional readings are added.

Discussions and in class activities. For illustration of concepts and for class stimulation, I make use of in class discussions and active learning techniques. We will often break up the class into smaller groups for specific issues or to work through a problem and engage in group projects.

CRM current event: Occasionally, we will research CRM current events and present on them in class. The purpose of this assignment is to familiarize you with the diversity of CRM and hone your presentation skills. You will write a short (one to two page) summary or outline of a CRM topic that is in the news. You can use any legitimate news agency. Just use your judgment. Include the references in your report. These are due on Blackboard by class time. Be prepared to present a short (5 minute) presentation on your topic to the class. Each current CRM event will be worth 20 points. If you only turn in the paper without presenting it in class, you will receive only 10 points. There are no make-ups for these.

In class projects: we will be conducting various exercises that illustrate different skills used by CRM professionals. At least one of these will probably include a visit to the Waring Laboratory.

Model Syllabus for Example

Out of Class Projects: You will do at least two larger projects outside of class that will synthesize your knowledge about CRM skills. These projects will reproduce skills learned in class and will involve responding to CRM contracts, creating a budget and proposal for a project. You will have a few weeks to complete them. These projects are the core of the class and take the place of exams. You will be doing real CRM projects and preparing for senior level, management positions at CRM companies and environmental consulting firms. When you finish this class, you should feel confident to be hired in management level position at an environmental or archaeology firm. Just like in real life, there are no late accepted projects. You find a way to turn it in.

Graduate Student Research

Graduate students will also conduct research on a CRM topic to be approved by the instructor. The paper will be at least 10 pages and be written according to SAA style (www.saa.org).

Evaluations

CRM current events paper and presentation	~100 points
Out of Class Projects	200 points
In Class Projects	~100 points
Graduate Student Project	100 points

Grade scale: A = 90-100; B = 80-89.9; C = 70-79.9; D = 60 to 69.9 and F = 59.9 and below.

In my class, an A means that you did more than was expected. An A student writes answers to an above average level, participated in class to an above average level, and performed above average on exams. A B means that you performed average or more than average on exams. In order to get an A or B, you need to attend all classes, understand what is taught in class, read all assigned readings, and participate in class.

A C means that you performed average on exams and may or may not have participated in class discussions. In order to get a C, you need to read and come to class. A D is a passing grade but means that you performed below average expectation and probably did not participate much in class. I consider a C to be equivalent to satisfactory or average performance. Average or satisfactory performance is just doing what is stated. So if you want above a C, then you need to do more than average. In a class as specialized as this one, I expect everyone to do far above average.

It is my goal for you to learn this material and to come away with an appreciation for archaeology. So don't hesitate to ask questions or stop by my office.

65 Received from TEAC 3-13-09

Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures

College: College of Arts & Sciences

RECEIVED

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Initial Certification in Spanish (post-baccalaureate) Hours: Lecture/Lab/Total

IAN 2/3 2009

Action

Course Program

Modify Add Delete

Credit

Number

Title

Description

Other

Credit

Undergraduate

Graduate

Other*

*Variable credit must be explained

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Every term

Yearly

Other

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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

We wish to add the following requirement to the program: students must complete a minimum of 15 hours in residence at UWG; a minimum of 6 of these hours must be in FORL 4586 (please see attached program sheet).

Prerequisite(s) _____

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

Grading System: Letter Grade Pass/Fail Other

Approval:

Pam Schmitt 12/9/08
Department Chair Date

[Signature] 1/22/09
Department Chair (if cross listed) Date

[Signature] 1/22/09
Dean of College Date

[Signature] _____
Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) _____ Date

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

Charles W. Clark 3-24-09
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date

Name _____
 Telephone Number _____
 Mailing Address _____
 School District _____
 Certification Status: Non-renewable _____

UWG ID # _____
 E-mail _____
 School Phone _____
 Exp. Date of Certificate _____

	HRS	Courses Needed	Courses Completed	NOTES
Courses for Initial Certification	12-15			PLU Option
SPED 3715 or SPED 6706	3			PLU Option
MEDT 3401 or MEDT 6401	3			
FORL 4586 *7	6-9			
Professional Education Courses	12			
FORL 4501 Foundations of Language Development	3			
FORL 4502 Methods of FL Teaching *7	3			
CEPD 4101 Education Psychology	3			
SEED 4271 Curriculum	3			
Concentration Area	24			
Courses are required if the applicant does not have a BA in Spanish				
SPAN 3101 Conversation	3			
SPAN 3102 Composition	3			
SPAN 3210 or 3220 Intro to Spanish/Span-Amer Writers	3			
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3			
SPAN 4040 Spanish Linguistics	3			
SPAN 4170 Advanced Language Skills	3			
6 elective hours in courses above 3000 level	6			
TOTAL HOURS IN PROGRAM	51			

STUDENT SIGNATURE _____ **DATE** _____

ADVISOR SIGNATURE _____ **DATE** _____

PROGRAM NOTES:

1. Students must complete a minimum of 15 hours in residence at UWG. A minimum of 6 of these hours must be in FORL 4586.
2. Candidates are encouraged to pursue employment on a non-renewable certificate.
3. Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts.
4. A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
5. Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (verbal and math) of 1000 on the SAT, 43 (English and Math) on the ACT, and 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
6. Internship applications (FORL 4586) must be submitted by appropriate deadlines.
7. Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology. Documentation required. AssessOnline and the GACE computer competency test are not acceptable.
7. Must complete on-line portfolio "Foliotek".

BS received from TEAC
3-13-09

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Foreign Languages and Literatures College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

JAN 23 2009

Prefix Course Title Initial Certification in French (post-baccalaureate) Hours: Lecture/Lab/Total

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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

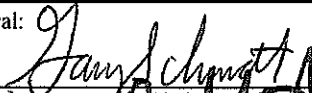

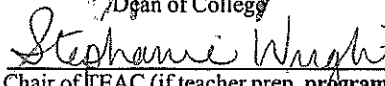
We wish to add the following requirement to the program: students must complete a minimum of 15 hours in residence at UWG; a minimum of 6 of these hours must be in FORL 4586 (please see attached program sheet).

Prerequisite(s)

Present or Projected Enrollment: (Students per year) Effective Date*: / / Term/Year

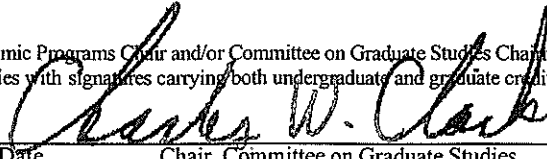
Grading System: Letter Grade Pass/Fail Other

Approval:

	12/9/08		
Department Chair	Date	Department Chair (if cross listed)	Date
	1/22/09		
Dean of College	Date	Dean of College (if cross listed)	Date
	3/9/09		
Chair of TEAC (if teacher prep. program)	Date		

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

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

 3-24-09

Vice President for Academic Affairs Date

INITIAL CERTIFICATION IN FRENCH POST BAC.

Name _____ UWG ID # _____
 Telephone Number _____ E-mail _____
 Mailing Address _____
 School District _____ School Phone _____
 Certification Status: Non-renewable _____ Exp. Date of Certificate _____

	HRS	Courses Needed	Courses Completed	NOTES
Courses for Initial Certification	12-15			
SPED 3715 or SPED 6706	3			PLU Option
MEDT 3401 or MEDT 6401	3			PLU Option
FORL 4586 *7	6-9			
Professional Education Courses	12			
FORL 4501 Foundations of Language Development	3			
FORL 4502 Methods of FL Teaching *7	3			
CEPD 4101 Education Psychology	3			
SEED 4271 Curriculum	3			
Concentration Area	24			
Courses are required if the applicant does not have a BA in French				
FREN 3100 Composition & Conversation	3			
FREN 3220 Survey of French Literature I	3			
FREN 3221 Survey of French Literature II	3			
FREN 4150 Advanced Grammar & Linguistics	3			
FREN 4320 French Civilization and Culture <i>or</i> FREN 4310 Francophone Civilization	3			
9 elective hours in courses above 3000 level	9			
TOTAL HOURS IN PROGRAM	51			

STUDENT SIGNATURE _____ **DATE** _____

ADVISOR SIGNATURE _____ **DATE** _____

PROGRAM NOTES:

1. Students must complete a minimum of 15 hours in residence at UWG. A minimum of 6 of these hours must be in FORL 4586.
2. Candidates are encouraged to pursue employment on a non-renewable certificate.
3. Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts.
4. A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
5. Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (verbal and math) of 1000 on the SAT, 43 (English and Math) on the ACT, and 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
6. Internship applications (FORL 4586) must be submitted by appropriate deadlines.
7. Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology. Documentation required. AssessOnline and the GACE computer competency test are not acceptable nor the GACE computer competency test.
7. Must complete the on-line portfolio "Foliotek"

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Initial Certification in Early Childhood Education Hours: Lecture/Lab/Total

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix Course Title Hours: Lecture/Lab/Total

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

Prerequisite(s) _____

Present or Projected Enrollment: 5 (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Larkin 5-29-08
 Department Chair Date Department Chair (if cross listed) Date

Wynne P. Gaskin 6/2/2008
 Dean of College Date Dean of College (if cross listed) Date

[Signature] 6/24/08
 Chair of TEAC (if teacher prep. program) Date

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

Charles W. Clark 3-24-09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Modification of Initial Certification in Early Childhood Education

*** The reasons for the following modifications are the same as those for the recently submitted modifications in the B.S.Ed. ECED Program.**

Block changes, certification requirements, and ongoing evaluative feedback on the Early Childhood Education program by university and public school personnel have necessitated the modification of Initial Certification in Early Childhood Education. The following changes would enhance the conceptual framework for the preparation of these teacher education candidates.

Area A Deletion

The PSC standards that were satisfied in Area A courses are now met through:

CEPD 4101 Educational Psychology

SPED 3715 Inclusive Classroom

MEDT 3402 Integrating Technology into the Curriculum

MATH 2008 Foundations of Number Systems

Block I Modification

Add MATH 3803 Algebra for Teachers to Block I and remove MATH 3703 Geometry for Teachers from Block I

- Per advisement from the Mathematics Department, sequentially it was deemed that algebra should be taught before geometry. Candidates apply algebraic thinking in the geometry course. Taking MATH 3803 first would strengthen the candidates' mathematical knowledge and better prepare our students for MATH 3703 Geometry for Teachers. This would also allow candidates more opportunities to retake MATH 3803, should they not earn a C or better in the course.

Add ECED 3282 Practicum I to Block I

- The addition of this course would enable university supervisors to mentor candidates as they develop and implement effective teaching skills. Also, the addition of this course would provide the necessary FTEs to effectively supervise clinical requirements and experiences. Presently, this type of effective management is not possible under the current supervision arrangement due to insufficient FTE generation. In addition, this modification will enable clinical supervisors to render an authentic assessment of the candidates' performance regarding pedagogical knowledge, skills, and dispositions as required by accreditation agencies.

Add ECED 3214 Exploratory Activities in Music and the Fine Arts to Block I

Remove MUSC 3000 Music for Teachers from Block I

- This modification is a data-driven decision based on following:
 - Survey data of 13 other teacher education programs in Georgia reveal that only one other institution requires two-hour courses for art and music. Nine institutions

- offer an integrated arrangement among art and music. Three institutions offer an integrated art, music, and PE in a three-hour course.
- Survey data collected in August 2005 from 101 elementary school teachers who are employed in the 16 surrounding school systems indicates that regular classroom teachers are not required to provide art education (93%) and music education (97%). Furthermore, the survey indicates that the schools in these systems have a certified art teacher (77%) and a certified music teacher (94%).
- According to current national standards (NCATE/ACEI/NAEYC) and Georgia PSC standards early childhood education candidates are expected to, “know, understand, and use – *as appropriate to their own knowledge and skills* – the content, functions, and achievements” of art and music. An integrated two-hour course as opposed to two separate two-hour courses will better enable the early childhood education candidates to incorporate art and music “*as appropriate to their own knowledge and skills*” in the subject areas taught by a regular classroom teacher.
- Over the recent years, the scheduling of adequate sections for these two courses has caused a hardship for early childhood education candidates. Limited course seating and late time offerings have been especially problematic for our early childhood education candidates (e.g., for spring 2008, four of the five ART 3000 sections are scheduled for 5:30 to 9:30 pm; five of the six MUSC 3000 sections are scheduled for 5:00 to 6:50 pm or 5:30 to 7:10 pm.). This creates at least two days in a week where ECED students will have programmatic obligations that consume up to 14 hours. In regards to staffing, inadequate sections have been offered either due to limited course seats or lack of qualified personnel (e.g., for spring 2008, ART 3000 is offering five sections with total seat capacity of 92 which is a short fall for accommodating 147 students going into block II. Also, lack of financial resources and limited departmental faculty to staff these courses has been a critical issue.

Block II Modification

Remove ART 3000 Art for Teachers from Block II (See above explanation)

Add MATH 3703 Geometry for Teachers and remove MATH 3803 Algebra for Teachers from Block II (See above explanation)

Remove ECED 3263 Teaching Content & Process: Language Arts Education from Block II

- This course has been combined with READ 4253 Reading Writing Connection in order to accommodate the move of special education and technology from Area A.

Add ECED 4283 Practicum II to Block II

- The addition of this course would enable university supervisors to mentor candidates as they develop and implement effective teaching skills. Also, the addition of this course would provide the necessary FTEs to effectively supervise clinical requirements and experiences. Presently, this type of effective management is not possible under the current supervision arrangement due to insufficient FTE generation. In addition, this modification will enable clinical supervisors to render an authentic assessment of the

candidates' performance regarding pedagogical knowledge, skills, and dispositions as required by accreditation agencies.

Add ECED 4262 Teaching Content & Process: Science Education to Block II

- This change would create a methods (mathematics, social studies, science, and reading) focus in Block II, thus allowing candidates to gain understanding of essential content areas in early childhood/elementary classrooms.

Block III Modification

Remove READ 4253 Reading Writing Connection from Block III (see explanation above)

Remove ECED 4262 Teaching Content & Process: Science Education from Block III (see explanation above)

Add READ 3263 Teaching Content & Process: Integrated Literacy Education and Process Writing to Block III

- This change would provide candidates with integrated language arts competencies while emphasizing the importance of the writing process and product.

Add ECED 4284 Practicum III to Block III

- The addition of this course would enable university supervisors to mentor candidates as they develop and implement effective teaching skills. Also, the addition of this course would provide the necessary FTEs to effectively supervise clinical requirements and experiences. Presently, this type of effective management is not possible under the current supervision arrangement due to insufficient FTE generation. In addition, this modification will enable clinical supervisors to render an authentic assessment of the candidates' performance regarding pedagogical knowledge, skills, and dispositions as required by accreditation agencies.

Add SPED 3715 The Inclusive Classroom: Differentiating Instruction to Block III

- This addition will meet certification requirements for Early Childhood Education teacher candidates that were originally addressed in Area A.

Summer Semester

Add MEDT 3402 Integrating Technology into the Classroom

- The addition of this course would allow candidates to meet InTech certification requirements, and would provide a foundation for integrating technology into course assignments and field experiences early in the program.

Current Program Sheet
University of West Georgia - Initial Certification
Early Childhood

NAME: _____ SS# _____

A. Prerequisites to Admission to Teacher Education Program (TEP):

1. Overall cumulative GPA of 2.7 ___yes ___no ___gpa
2. Passing scores on Praxis I (or SAT/ACT exemption) R ___ W ___ M. _____
3. The following courses:

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
a. ECED 2271 Intro to EC/Elem Ed*1	3		
b. CEPD 2101 Childhood Development*1	3		
c. SPED 2706 Intro to Special Education*1	3		
d. MEDT 2401 Intro to Instructional Technology*1,2	0-3		
e. MATH 2703 Foundations of Number Systems	3		
Total	12-15		

Students cannot enroll in professional program until all prerequisites are met.

B. Professional Education

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
Block I	17		
CEPD 4101 Ed Psychology	3		
ECED 3271 Classroom Mgmt	3		
MATH 3703 Geometry for Teachers	3		
PHED 4650 PE & Hlth Elem. School	2		
READ 3251 Children's Literature	3		
READ 3262 Tchng C*P: Rdg Ed	3		
Block II	16		
ART 3000 Art for Teachers	2		
ECED 3263 Tchng C&P: Lang Arts Ed	3		
ECED 4261 Tchng C&P: Soc Studies Ed	3		
ECED 4263 Tchng C&P: Math Ed	3		
MATH 3803 Algebra for Teachers I	3		
MUSC 3000 Music for Teachers	2		
Block III	15		
ECED 4251 Assess & Corr Math Ed	3		
ECED 4262 Tchng C&P: Science Ed	3		
MATH 4713 Prob & Stat for Teachers	3		
READ 4251 Assess & Corr Rdg Ed	3		
READ 4253 Rdg. Wrtg. Conn or ENGL 4300	3		
Block IV	12		
ECED 4286, ^ Internship	9		
ECED 4289 Internship Seminar	3		
Block Total:	60		
Program Total:	72-75		

*1 GPA of 2.5 required for enrollment. *2 May be exempted by departmental exam. *3 Admission to T.E.P. is required before enrolling in these courses. ^Field Placement applications must be submitted by posted deadlines.

Note: **Candidates must earn a grade of B or better on each course or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a C or better in each undergraduate course.**
 This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate Office.

Student _____ Date _____ Evaluator/Advisor _____ Date _____

Expiration Date: _____

12/10/04

**Proposed Program Sheet
University of West Georgia - Initial Certification
Early Childhood Education**

NAME: _____

ID# _____

A. Prerequisites to Admission to Teacher Education Program (TEP):

1. Overall cumulative GPA of 2.7 ____yes ____no ____gpa
2. Passing scores on GACE (or SAT/ACT exemption) R____ W____ M.____
3. The following courses:

Students cannot enroll in Professional Education courses until they have been admitted to the Teacher Education Program.

B. Professional Education

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
Block I	18		
CEPD 4101 Educational Psychology	3		
ECED 3282 Practicum I ^	2		
PHED 4650 Health & Physical Act in Elem School	2		
MATH 3803 Algebra for Teachers I ¹	3		
ECED 3214 Explor Act in Music & the Fine Arts	2		
READ 3251 Children's Literature	3		
ECED 3271 Integ C,I, & CM for PreK-5	3		
Block II	17		
MATH 3703 Geometry for Teachers ¹	3		
ECED 4261 Tchng C&P: Soc Stud Ed	3		
ECED 4262 Tchng C&P: Science Ed	3		
ECED 4263 Tchng C&P: Math Ed ¹	3		
ECED 4283 Practicum II ^	2		
READ 3262 Tchng C&P: Rdg Ed	3		
Block III	17		
ECED 4251 Assess & Corr Math Ed ¹	3		
ECED 4284 Practicum III ^	2		
MATH 4713 Probability and Statistics ¹	3		
READ 3263 Tchng C&P: Integ Literacy Ed & Process Writing	3		
READ 4251 Assess & Correction Rdg Ed	3		
SPED 3715 Inclusive Clsrm: Diff Instruc	3		
Block IV	12		
ECED 4286 Internship ^	9		
ECED 4289 Internship Seminar	3		
Summer	2		
MEDT 3402 Integrating Tech into Curric	2		
Program Total:	66		

^ Field Placement applications must be submitted by posted deadlines.

Notes:

1. MATH 2008 Foundations of Number Systems is a prerequisite to other required math courses.
2. **Candidates must earn a grade of B or better on each course or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a C or better in each undergraduate course.**
3. This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate Office.

Student _____ Date _____

Evaluator/Advisor _____ Date _____

Revised: 5/9/08 Effective Fall 2008

Expiration Date: _____

65 Received from TEAC
3-13-09

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Ed.S.-Special Education	Hours: Lecture/Lab/Total
--------	--------	-------	-------------------------	--------------------------

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

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

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

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

Library resources are adequate Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
--------	--------	-------	--------------------------

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

Prerequisite(s) M.Ed. degree, or the equivalent, in Special Education, Speech-Language Pathology, or a related field.

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

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>[Signature]</u>	<u>2/9/09</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>2/9/2009</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
<u>[Signature]</u>	<u>3/9/09</u>		
Chair of TEAC (if teacher prep program)	Date		

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

<u>[Signature]</u>	<u>3/24/09</u>
Chair, Undergraduate Academic Programs Committee	Date
<u>[Signature]</u>	<u>3/24/09</u>
Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date

Department of Special Education and Speech-Language Pathology
University of West Georgia

Education Specialist – Special Education

Rationale for the Program Modification

January 22, 2009

Background

On September 13, 2007, the Professional Standards Commission (PSC) authorized its Executive Secretary to initiate the repealing and amending the current rules in Chapter 505-2 and the adopting of new rules in Chapters 505-2 and 505-3. On November 8, 2007, the Commission repealed, amended, and adopted the rules. The changes repeal the rules for the Director of Special Education (505-2-.353) and Instructional Supervision (505-2-.355) endorsements effective September 1, 2008. Due to a massive response to its proposed short timeline for completing the endorsement, the PSC revised its rules and extended the “grandfathering” date from September 1, 2008, to September 30, 2009.

The EdS in Special Education has two strands: Special Education Administration and Curriculum Specialist. Graduates who completed the Administration strand were qualified to become directors of special education. Graduates who completed the Curriculum strand did not complete the 3 courses required for the Instructional Supervision endorsement.

Proposed Modification

To respond to the PSC rule changes, the Department of Special Education and Speech-Language Pathology has proposed modifying the existing program by offering only one strand and slightly modifying the Admission requirement. The program is designed to lead to advanced knowledge in teaching and learning strategies for students with disabilities. No new courses have been added to the program. Admission requirements to the program have been slightly changed to allow those with graduate degrees in related fields to apply.

The program is based and assessed on the Council for Exceptional Children’s (CEC) recently developed standards for advanced roles in special education. The standards outline the knowledge and skills special educators who are experienced, seeking an advanced degree or certification, or going into administration or higher education should know. CEC’s advanced standards provide a benchmark to ensure experienced special education professionals are able to practice at an accomplished level of skill. They cover knowledge and skills in six different areas, which define what any special educator who is in an advanced role should know and be able to do. CEC’s Advanced Role Content Standards address six different areas: Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethical Practice, and Collaboration.

Proposed

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Specialist in Education – Special Education
Plan of Study

Name _____ ID# _____ Advisor _____

Home Address _____

E-Mail _____

Home Phone: _____ Work Phone: _____ Fax: _____

Program Areas and Requirements	Gr.	Date Taken	Transfer/Substitute
Content Specialization (15 semester hours)			
SPED 7701 Program Planning and Evaluation			
SPED 7704 Administration of Special Education Programs			
SPED 7729 Special Education Law			
SPED 8704 Issues in Special Education			
SPED 8771 Curriculum Design and Implementation			
Research (6 semester hours)			
SPED 8783 Research Project			
SPED 8784 Research Seminar			
Electives (6 semester hours)			
SPED 7702 Technology in Special Education			
SPED 7705 Urban and Multicultural Issues in Special Education			
SPED 7726 Autism: Characteristics and Instruction			
SPED 7765 Learning Strategies and Content Enhancement			
SPED 7766 Direct Instruction Methodology for Reading and Mathematics			
SPED 7767 Strategies for Challenging Behaviors			

Proposed

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Specialist in Education – Special Education
Plan of Study

Program Notes:

All classes are 3 credit hours.
SPED 8704 & 8783 are to be taken concurrently and during the first 9 hours of the program.
SPED 8784 has to be taken during the last semester as it is the exit exam. Course is offered as an independent study with student working with his/her major professor.
Program can be started during any term.
Electives must be approved by advisor.
Electives are suggested. Other 7000/8000 level courses may be taken with permission of instructor.

Admission Requirements:

____ GRE or MAT scores _____
____ Clear, Renewable, Professional Teaching Certificate and Masters Degree in Special Education, Speech-Language Pathology, or a related field
____ Admission to Graduate Program _____ (Date)

Completion Dates:

____ Initial advising session

I HAVE BEEN ADVISED BY MY FACULTY ADVISOR OF THE PROGRAMMATIC REQUIREMENTS OF MY COURSE OF STUDY AND UNDERSTAND THEM; I HAVE BEEN GIVEN THE OPPORTUNITY TO ASK QUESTIONS REGARDING MY COURSE OF STUDY; AND I ACKNOWLEDGE THIS AND AGREE TO ALL CONDITIONS OF THE PROGRAM BY SIGNING THIS PROGRAM OF STUDY.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Proposed

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Specialist in Education – Special Education
Possible Course Sequence

Fall	Spring	Summer	Fall	Spring	Summer	Fall
8704	7701	7729	8784			
8783	7704	8771 (elective)	(elective)			
	7701	8704	7729	8784		
	7704 (electives)	8783 (elective)	8771	elective		
		8704	7729	7701	(elective)	8784
		8783 (elective)	8771 (elective)	7704	(elective)	
				8784		

Oct 2008

UNIVERSITY OF WEST GEORGIA
Department of Special Education & Speech-Language Pathology
Specialist in Education
Administration Strand (Director of Special Education)
Advisement Sheet

Name: _____ SS/ID # _____ Advisor: _____

Address: _____ E-Mail: _____

School Address: _____

Telephone: _____

Course	Hours	Grade	Semester	Substitution
PROFESSIONAL EDUCATION SEQUENCE				
1. Nature of the Learner	3			
CEPD 8102 Lifespan Human Development	3			
2. Program Related Courses				
SPED 8704 Issues in Special Education	3			
3. Content Specialization	15			
EDLE 6312 Principles of Leadership	3			
EDLE 6320 Supervision of Instruction	3			
SPED 7786 Supervision Special Education	3			
SPED 7704 Administration of Special Education	3			
EDLE 7324 Special Education Law	3			
4. Research Methodology	6			
SPED 8783 Research Project	3			
SPED 8784 Research Seminar	3			
TOTAL PROGRAM	27			

Program Notes: Admission to this program requires a level 5 clear, professional teaching or service certificate in special education or speech-language pathology based on an earned Master's Degree.

Student Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Department Chair: _____ Date: _____

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Specialist in Education – Curriculum Specialist

Plan of Study

NOTE: All classes are 3 credit hours

Name _____ SS#/ID _____ Advisor _____
 Address _____
 E-Mail _____ Phone: Work _____
 Fax Number: _____ Phone: Home _____
 UG Major/College _____ UG GPA _____

Program Areas and Requirements	Hrs	Gr.	Transfer/Substitute
Content Specialization (9 semester hours)			
SPED 8701 Individual Appraisal of Exceptional Children			
SPED 8771 Curriculum Design and Implementation			
Elective – Content area course (Select with guidance of advisor)			
Research (6 semester hours)			
SPED 8783 Research Project			
SPED 8784 Research Seminar			
Cognate Area (6 semester hours)			
SPED 8704 Issues in Special Education			
SPED 7786 Supervision of Special Education			
Elective (6 semester hours) (Select with Advisor)			
SPED 7702 Technology in Special Education			
MEDT 7468 Introduction to Multimedia			
CEPD 7138 Multicultural Counseling and Development			
EDLE 7324 Special Education Law or			
EDLE 7316 The Teacher and the Law			
ECED 8272 Teacher as Leader			
CEPD 8102 Lifespan Human Development			

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY
Specialist in Education – Curriculum Specialist
Plan of Study

Program Notes:

Admission Requirements:

_____ Clear, Renewable, Professional Teaching Certificate and Masters Degree in some
area of Special Education
_____ Admission to Graduate Program _____ (Date)

Completion Dates:

_____ Initial advising session

**I HAVE BEEN ADVISED BY MY FACULTY ADVISOR OF THE
PROGRAMMATIC AND CERTIFICATION REQUIREMENTS OF MY
COURSE OF STUDY AND UNDERSTAND THEM; I HAVE BEEN GIVEN THE
OPPORTUNITY TO ASK QUESTIONS REGARDING MY COURSE OF STUDY;
AND I ACKNOWLEDGE THIS AND AGREE TO ALL CONDITIONS OF THE
PROGRAM BY SIGNING THIS PROGRAM OF STUDY.**

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Addendum VII

Motion to approve the following proposed changes to the UWG Policies and Procedures Manual (Proposed by the Ad Hoc Rules Committee 2008-2009)

Deletions are ~~stricken~~, additions are in *highlighted italic type*.

Proviso affecting this motion:

- Proposed changes shall not affect officers already elected.
- Proposed changes affecting membership shall take effect at the next scheduled election as specified in the by-laws.

**Order of Consideration in Seriatim for April 3, 2009 Senate Meeting
Submitted by Chris Huff and Chris Aanstoos
Amended as approved at the April 3, 2009 Senate Meeting.**

1)Section for Consideration

Article II. The Office of the President

Section 1. The President

C. 5 Serve as chair and presiding officer of the General Faculty ~~and of the Faculty Senate.~~

Article III. Officers of the Administration

Section 1. General Officers of Administration

A. 3 The *Provost and* Vice President for Academic Affairs shall be a person of professorial rank. He or she shall be Vice-Chair of the General Faculty, ~~Vice-Chair of the Senate~~, Chair of the Administrative Council, Vice-Chair of the President's Advisory Committee, and an ex-officio member of all standing committees of the Senate.

2)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

A. Composition of the Senate (Revised ~~August 1986~~ *April 2009*)

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

1. The President, ~~who shall be the chair and preside~~ *an ex-officio (nonvoting) member;*
2. The *Provost and* Vice President for Academic Affairs, an ex-officio (nonvoting) members, ~~who shall serve as vice chair and president in the absence of the President;~~
3. *Chair of the Senate;*

4. Past Chair of the Senate, an ex-officio (nonvoting) member;
- 4 6. Executive Secretary

3)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

B. ~~The Executive Secretary~~ *The Chair of the Faculty Senate*

The Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training of new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence.

1. Eligibility

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

2. Term of Office

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

3. Election of the Chair of the Faculty Senate

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

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

4)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

C. The Past Chair of Faculty Senate

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

5)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

D. The Executive Secretary

An ex-officio (nonvoting) Executive Secretary shall be elected by the Senate for a period of two (2) years from nominees submitted, one (1) *tenured full-time* faculty member *who has served in the Senate within the prior three years* from each academic unit listed in A (3 5). His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, *maintain the Senate web site*, and ~~to serve as official liaison between the committees and the Senate and between the academic units and the Senate~~ *serve as a member of the Executive Committee of the Senate.*

6)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

E. The Executive Committee of the Faculty Senate

The Executive Committee of the Faculty Senate, consisting of the Chair, Past-Chair, Executive Secretary, and the Chairs of the Standing Committees of Senate, shall create and assign members to Senate Ad-Hoc Committees; and assign Senators to standing committees.

7)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

G. Standing Committees, Restriction on Membership

1. ~~In establishing its committees, the Senate shall assign to the first eight (8) committees Senators from among its eligible members with the provisions that no committee shall have more than two senators from any one college.~~ *The Executive Committee shall assign Senators from its eligible members to each standing committee.* The administration members designated in Article IV, section F (excluding those identified by role in the statutes) shall be appointed by the *Provost and* Vice President for Academic Affairs.

8)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

J. Ad Hoc Committees

The ~~Senate~~ *Executive Committee* may appoint ad hoc committees as required.

9)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

G Standing Committees, Restrictions on Membership

2. The President, *Provost and* Vice President for Academic Affairs, *Chair of the Senate*, and Executive Secretary of the Senate shall not be eligible to serve on the standing committees of the Senate, except in an ex-officio (nonvoting) capacity, and no faculty representative shall serve on more than one committee (other than the Committee on Graduate Studies).

4. The Executive Secretary shall notify, in writing, *the Chair of the Senate*, the deans of Arts and Sciences, Business, *Nursing*, and Education; the Director of the Library; and the *Provost and* Vice President for Academic Affairs of the number of committee positions to be filled by each unit. Such notification shall be made by February 15.

5. Election of non-senators to committees shall proceed in the same manner in each of the following ~~four~~ *five* units: the College of Arts and Sciences, *College of* Business, *School of Nursing*, ~~and~~ *College of* Education and the Library....The deans or heads of the units shall report the results of the election, in writing, to the *Chair of the Faculty Senate*, the Executive Secretary of the Faculty Senate, and to the *Provost and* Vice President for Academic Affairs before...

10)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

A. Composition of the Senate (Revised ~~August 1986~~ April 2009)

~~3~~ ~~5~~. ~~Twenty eight~~ ~~Forty-two~~ duly elected senators apportioned as follows: ~~ten percent of the faculty of each College or School as well as of the library~~. College of Arts and Sciences, ~~twelve~~ ~~twenty-five~~; Richards College of Business, ~~six~~ ~~five~~; College of Education, eight; ~~School of Nursing, two~~; and the library, two. ~~This apportionment constitutes ten-percent of the faculty of each College or School as well as of the library and shall be adjusted by the Rules Committee every five years as needed to maintain that percentage~~. No department of any unit shall be represented by more than one senator unless a unit has fewer departments than its allotted number of senators. In no case shall departmental representation exceed two senators

11)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

F. Standing Committees, Membership ~~and Purpose~~ (Revised by vote of Faculty, February 1, 1982). ~~Each Faculty Senate Committee shall be assigned a minimum of three (3) and a maximum of four (4) senators to its membership. Such assignments will be made by the Senate Executive Committee.~~

1. Undergraduate Academic Programs. Purposes: to recommend policy and procedures...Membership: Senate ~~5~~ ~~3 or 4~~ (~~2 Arts and Sciences, 1 Business, 1 Education, 1 Library~~); Faculty ~~8~~ ~~9~~ (~~4~~ ~~3~~ Arts and Sciences, ~~1~~ ~~Nursing~~, 2 Business, 2 Education, 1 Library); Students 2 (their majors representing different colleges); ~~Administration 1 ex-officio, non-voting (Registrar)~~. Total membership: ~~15~~ ~~or 16~~. ~~The Registrar is a non-voting, ex-officio member.~~ College Deans and their representatives are excluded from membership.

2. Academic Policies and Procedures. Purpose: to recommend policy concerning ~~advisementing~~, undergraduate admissions, ...Membership: Senate ~~3~~ ~~or 4~~ (~~1 Arts and Sciences, 1 Business, 1 Education~~); Faculty ~~9~~ (~~5~~ ~~4~~ Arts and Sciences, ~~1~~ ~~Nursing~~, 1 Business, 2 Education, 1 Library); Students 1, Administration 2. Total membership: ~~15~~ ~~or 16~~.

3. Faculty and Administrative Staff Personnel. Purpose: to recommend policy concerning appointments, promotions...Membership: Senate ~~5~~ ~~3 or 4~~ (~~2 Arts and Sciences, 1 Business, 1 Education, 1 Library~~); Faculty ~~11~~ ~~9~~ (~~6~~ ~~4~~ Arts and Sciences, ~~1~~ ~~Nursing~~, 1 Business, 4 2 Education, ~~1~~ ~~Library~~); Students 0; Administration 2. Total membership: ~~18~~ ~~14 or 15~~.

4. Learning Resources. Purpose: to recommend policy, make procedural recommendations and organizational...Membership: Senate ~~3~~ ~~or 4~~ (~~2 Arts and Sciences, 1 Education~~); Faculty ~~7~~ ~~8~~ (~~5~~ ~~4~~ Arts and Sciences, ~~1~~ ~~Nursing~~, 1 Business, 1 Education, ~~1~~ ~~Library~~); Students 2; Administration 2. Total membership: ~~14~~ ~~15 or 16~~.

5. Student Life. Purpose: to recommend policy and procedures Concerning financial aid...Membership: Senate ~~2~~ ~~3 or 4~~ (~~1 Arts and Sciences, 1 Education~~); Faculty ~~7~~ (~~5~~ ~~3~~ Arts and Sciences, ~~1~~ ~~Nursing~~, 1 Business, 1 Education, ~~1~~ ~~Library~~); Students 4 (3

undergraduate, 1 graduate); Administration 1 2 (*Assistant Dean of Students and 1 administrative designee*); Library 1. Total membership: 14 16 or 17.

6. General University Matters. Purpose: to recommend policy and procedures for public relations, convocations, ... Membership: Senate 2 3 or 4 (~~1 Arts and Sciences, 1 Business~~); Faculty 8 6 (5 3 Arts and Sciences, 1 Nursing, 1 Business, 2 1 Education, 1 0 Library) Students 2 3; Administration 2. Total membership: 14 or 15.

7. Institutional Studies and Planning. Purpose: to recommend policy concerning University purposes and goals... Membership: Senate 3 or 4 (~~1 Arts and Sciences, 1 Business, 1 Education~~); Faculty 5 7 (3 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 2; Administration 6 4. Total membership: 16 or 17.

8. Intercollegiate Athletics Committee. Purpose to recommend policy and procedures concerning athletic admission standards, athletic budgets... Membership: Senate 3 or 4 (~~1 Arts and Sciences, 1 Business, 1 Education~~); Faculty 4 3 (1 Arts and Sciences, 1 Business, 1 Education, 1 Library); Students 3 4; Administration 2 ex-officio, non-voting (Director of Athletics, NCAA representative). Total membership: 14 12 or 13.

9. Committee on Graduate Studies. Purpose: to recommend policy and formulate procedures concerning... Membership: Senate 3 or 4; Dean of the Graduate School (*ex-officio, non-voting*), department chair or coordinator of each graduate program, ~~three members elected at large annually from the graduate faculty (these members must come from separate colleges)~~, and one graduate student selected by the Committee on Graduate Studies.

10. Honors College Committee. Purpose: to recommend policy and formulate procedures concerning Honors College admission... Membership: ~~Dean of the Honors College, Director of the Advanced Academy of Georgia, President of the Honors Council, the Registrar or his or her designee, the Director of Admissions or his or her designee, the Director of Residence Life or his or her designee are ex-officio members. There shall be five faculty members from the College of Arts and Sciences, two from the Richards College of Business, and two from the College of Education. The Dean or his or her designee shall preside at Committee meetings and represent the Committee in all matters. The Committee shall elect one of its members to record action minutes. Members will serve 3 year terms and are eligible for consecutive terms.~~ Senate 3 or 4; Faculty 6 (3 Arts and Sciences, 1 Nursing, 1 Business, 1 Education); Students 1; Administration 4 ex-officio, non-voting (*Dean of the Honors College, Director of Advanced Academy, Director of Admissions, Director of Residence Life*). Total membership: 14 or 15.

11. Technology Planning Committee. Purpose: To access and recommend policy and procedures... Membership: Senate 2 3 or 4 (~~1 Arts and Sciences, 1 Business or Education~~); Faculty 6 (3 2 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 3 (Appointed by the SGA); Administration 5 3 (~~2 Academic Affairs, 1 Arts and Sciences, 1 Business and Finance, 1 Student Services~~). Total Membership: 15 or 16. with members representing the Senate and faculty service for staggered three year terms.

12)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

F...

12. Budget Committee. Purpose: to review the budget of the University and to make recommendations regarding prioritization, distribution, and implementation to the President and the Vice Presidents of the University.

Membership: Senate 3 or 4; Faculty 5 (1 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 1; Administration 2 ex-officio, non-voting (Director of Business-Budget Services, Academic Affairs.) Chair of the Committee shall be elected from the faculty members of the committee. Total membership: 11 or 12.

13)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

F...

13. Rules Committee. Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate, to resolve disputes between Senate committees, to consider and make recommendations to the Senate regarding changes to the bylaws and policies and procedures manual, and to coordinate revisions and updates to the faculty handbook, bylaws, and the policies and procedures manual.

Membership: Senate 3 or 4; Faculty 5 (1 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 0; Administration 1 ex-officio non-voting (University attorney).

14)Section for Consideration

Article IV. Faculties of the University

Section 2. Faculty Senate Organization

D. Standing Committees, Purpose

The Senate shall empower standing committees to recommend policy and/or procedures on all matters appropriate...The Senate *Rules Committee* reserves the right to resolve all jurisdictional and procedural questions that might arise among the committees.

15) Section for Consideration

€. F. Election of the Faculty Senate

4. All members of a unit who meet...The dean or head of each unit shall notify, in writing, the *Chair of the Faculty Senate*, Executive Secretary of the Faculty Senate and the

Provost and Vice President for Academic Affairs *of* the election results by the agenda deadline for the final Spring Semester meeting of the Faculty Senate.

5. The composition of the Senate shall be reviewed every five (5) years by ~~an ad-hoc~~ committee appointed by the President *the Senate Rules Committee*.

~~—6. Every two (2) years, each unit is notified by February 15 that the Executive Secretary's position is to be filled. Each unit shall submit a nominee for Executive Secretary of the Senate. Each nominee must meet the requirements set forth for senators and must have served on the Senate during the past three (3) years. The voting procedures and regulations used for electing senators will be used.~~

~~—7. The Senate shall elect the Executive Secretary from the slate of nominees from the four (4) units at the first Summer semester meeting of the newly elected senators. The retiring Executive Secretary shall continue his or her duties for the election meeting.~~

8 ~~6~~. Unexpired terms of an Executive Secretary *Chair of the Senate* shall be filled by the same procedure used in the initial election.

Addendum VIII

Faculty Senate Members

Committee I - Undergraduate Academic Programs)

- Hodges, Charles- 2012
- Cook, Jean - 2011
- Elman, Shelly - 2010
- Gunnels, Bridgette - 2010
- Ogletree, Tami - 2011

Committee II - Academic Policies

- Brown, Cheryl - 2011
- Douvanis, Gus - 2011
- Donohoe, Janet - 2012

Committee III - Faculty Administrative Staff Personnel

- Epps, Cynthia - 2011
- Huff, Chris- 2010
- Luken, Paul - 2011
- Murphy, James - 2010
- Snipes, Phyliss - 2011

Committee IV - Learning Resources

- Baumstark, Lewis - 2011
- Shook, Alison - 2012
- Payne, Greg - 2012

Committee V - Student Life

- Mbaye, Heather - 2011
- Ramanathan, Hema - 2010

Committee VI - University Matters

- McCord, Dawn - 2010
- Rollins, Mina - 2011

Committee VII - Institutional Studies and Planning

- Coleman, Angela - 2011
- Hazari, Sunil - 2010
- Crean, Eilis - 2012

Committee VIII - Intercollegiate Athletics

- Austin, Adrian - 2011
- Hasbun, Javier - 2011
- Hatfield, Laura - 2012

Committee IX - Graduate Studies**Committee X - Honors College Committee****Committee XI - Technology Planning**

- Chowns, Tim - 2012
- Baylen, Danilo - 2011