

Memorandum

To: General Faculty
Date: January 27, 2009
Regarding: Agenda, Faculty Senate Meeting, January 30, 2009 at 3.00 pm in
TLC 1-303

The agenda for the, January 30th Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the October 31, 2008 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 Biology

a) BIOL 1110

Request: Add

Action: Approved

b) BIOL 3134

Request: Add

Action: Approved

c) BIOL 3135

Request: Add

Action: Approved

d) BIOL 3242

Request: Add

Action: Approved

e) BIOL 4266

Request: Add

Action: Approved

f) BIOL 4424

Request: Add

Action: Approved

- g) BIOL 4666
Request: Add
Action: Approved
- h) BIOL 4733
Request: Add
Action: Approved
- i) BIOL 4734
Request: Add
Action: Approved
- 2) Department of Foreign Languages and Literature
 - a) FREN 4250
Request: Delete
Action: Approved
- 3) Department of Geosciences
 - a) BS Degree with a Major in Earth Science (Certification in Sec. Ed.)
Request: Modify
Action: Approved
- 4) Department of Political Science and Planning
 - a) POLS 4406
Request: Add
Action: Approved
 - b) POLS 4409
Request: Add
Action: Approved with a friendly amendment that asks that the course description be separated from the course objectives. Dr. Dixon understands where this separation should take place.
 - c) POLS 4505
Request: Add
Action: Approved
 - d) POLS 4506
Request: Add
Action: Approved
- B) Richards College of Business
 - 1) Department of Economics
 - a) ECON 4400
Request: Delete
Action: Approved
 - 2) Department of Management
 - a) MGNT 4330
Request: Add
Action: Approved

- b) MGNT 4350
Request: Add
Action: Approved

Information Items:

- A) College of Arts and Sciences
 - 1) Department of Biology
 - a) BIOL 2108
Request: Modify
Action: Approved
 - 2) Department of Foreign Languages and Literature
 - a) FREN 4150
Request: Modify
Action: Approved
- B) College of Education
 - 1) Department of Physical Education and Recreation
 - a) PHED 2602
Request: Modify
Action: Approved
 - b) SPMG 2600
Request: Modify
Action: Approved
- C) Richards College of Business
 - 1) Department of Management
 - a) CISM 4330
Request: Modify
Action: Approved
 - b) CISM 4350
Request: Modify
Action: Approved

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

Information Item:

- A) Preliminary Evaluation Report on Campus-Wide Information Technology
(See [Addendum III](#))

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

Action Items:

- A) College of Education
 - 1) Department of Physical Education and Recreation
 - a) Masters of Education in Physical Education

- Request: Modify
Action: Approved
- b) PHED 6660
Request: Add
Action: Approved
 - c) PHED 6665
Request: Add
Action: Approved
 - d) PHED 6668
Request: Add
Action: Approved
 - e) PHED 6686
Request: Add
Action: Approved
 - f) PHED 7640
Request: Add
Action: Approved
 - g) PHED7650
Request: Add
Action: Approved

Information Items:

- A) College of Education
 - 1) Department of Curriculum and Instruction
 - a) SEED 8260
Request: Modify
Action: Approved
 - 2) Department of Media and Instructional Technology
 - a) MEDT 7469
Request: Modify
Action: Approved
 - 3) Department of Physical Education and Recreation
 - a) PHED 6628
Request: Modify
Action: Approved
 - b) PHED 6638
Request: Modify
Action: Approved
 - c) PHED 7618
Request: Modify
Action: Approved

d) PHED 7620
Request: Modify
Action: Approved

e) PHED 7671
Request: Modify
Action: Approved

5. Old Business

Information Items:

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

A) Progress Report

6. New Business

7. Announcements

8. Adjournment

Addendum I

University of West Georgia Faculty Senate Minutes October 31, 2008

Date: October 31, 2008

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

Roll Call: Aanastoos, Austin, Baylin, Best, Brown, Rootes for Cook, Elman, Epps, Gantner, Clark, Gunnels, Harkins, Hasbun, Deng for Hazari, Hendricks, Wagner, Huff, Luken, MacKinnon, Mbaye, Mowling, Murphy, Ogletree, Ramanathan, Rollins,

Not in Attendance: Coleman, McCord, Snipes

Minutes: The minutes of the September 28, 2008 meeting of the Faculty Senate were approved with amendments.

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

Action Items: All items approved

- A) College of Arts and Sciences
 - 1) Department of Art
 - a) ART 4007
Request: Add Course
Action: Approved
 - 2) Department of Sociology and Criminology
 - a) CRIM 4650
Request: Add Course
Action: Approved

Information Items:

- A) College of Education
 - 1) Department of Curriculum and Instruction
 - a) ECED 3214
Request: modify
Action: approved
 - b) ECED 3271
Request: modify
Action: approved
 - c) ECED 4251
Request: modify
Action: approved

- d) ECED 4261
Request: modify
Action: approved
- e) ECED 4262
Request: modify
Action: approved
- f) ECED 4263
Request: modify
Action: approved
- g) EDUC 2110
Request: modify
Action: approved
- h) EDUC 2120
Request: modify
Action: approved
- i) EDUC 2130
Request: modify
Action: approved
- j) READ 3251
Request: modify
Action: approved
- k) READ 3262
Request: modify
Action: approved
- l) READ 4251
Request: modify
Action: approved

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

Action Item: **Approved**

A) The committee recommends the following change to the admission standards for homeschooled students.

Current admission standards for home-schooled students include submission of SAT or ACT scores and “satisfactory documentation of equivalent competence in each of the College Preparatory Curriculum (CPC) areas...as documented by a portfolio of work and/or other evidence that substantiates CPC completion.”

Undergraduate Admissions proposes eliminating the “portfolio” requirement as sister schools no longer require it, and some students may choose to go to other schools because of the added requirement. Sister schools now allow the submission of a curriculum evaluation form to document CPC areas.

Note: Board of Regents policy requires a higher SAT/ACT standard than other freshman applicants. Home schooled students who enroll at UWG tend to be successful.

The proposed wording would read: "satisfactory documentation of equivalent competence in each of the College Preparatory Curriculum (CPC) areas....as documented by a curriculum evaluation form that substantiates CPC completion."

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

Action Item: Approved—Request made to have FASP examine the possibility of ORP participants having the option to change to TRS.

A) The committee recommends the following resolution for endorsement by the UWG Faculty Senate:

Resolution of the University of West Georgia Faculty Senate on Proposed Changes to the Teachers' Retirement System Cost of Living Annual Increases (COLA)

Whereas the faculty represented in the University of West Georgia Faculty Senate support the Board of Regents in its goal of "Creating a Better Educated Georgia"; And Whereas the University of West Georgia Faculty Senate supports the University System of Georgia Strategic Plan, in particular the goals to renew excellence in undergraduate education to meet students' 21st century educational needs and to increase the System's participation in research and economic development to the benefit of a global Georgia by enhancing and encouraging the creation of new knowledge and basic research across all disciplines;

And Whereas the achievement of these goals is dependent upon the recruitment and retention of the most highly qualified faculty and staff;

And Whereas the maintenance of strong retirement plans is essential if we are to recruit and retain the best faculty and staff possible at all levels and thereby meet our commitment to a better educated Georgia;

And Whereas the proposed change in Teachers Retirement System board policy concerning Cost Of Living Annual Increases (COLA) for current and future retirees from the present one, adopted in 1969, that states that the TRS "shall give" its members a 1.5% COLA in July and January of every year to a statement that the TRS "may give" a 1.5% COLA in July and January, the decision on whether to grant a COLA (and how much) to be made each May, threatens the ability of the University System of Georgia to recruit and retain the best faculty and staff possible;

And Whereas the contributing members of the Teachers Retirement System of Georgia have entered into a contractual agreement that guarantees the certainty of the current COLA benefit;

Be it resolved by the University of West Georgia Faculty Senate that the Senate opposes the proposed change as a threat to the goals of the University System of Georgia and that the secretary of the Senate shall provide the chair of the TRS Board of trustees, Dr. Virginia J. Dixon, with a copy of this resolution.

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

Action Item:

A) The ISP Committee would like to submit the 2010-2015 Strategic Plan to the Faculty Senate

for approval—**Approved. Motion made to recognize and thank Dr. Michael Crafton for his work in creating the strategic plan.**

Committee IX: Graduate Studies (Chair, Skip Clark)—All items approved

Action Items:

- A) College of Arts and Sciences
 - 1) Department of Psychology
 - a) PSYD in Psychology
Request: Modify
Action: approved

- B) College of Education
 - 1) Department of Curriculum and Instruction
 - a) EDMS 6272
Request: Add
Action: approved

 - 2) Department of Counseling and Educational Psychology
 - a) Ed.D. Professional Counseling and Supervision
Request: Modify
Action: approved

 - b) CEPD 9145
Request: Add
Action: approved

 - c) CEPD 9171
Request: Add
Action: approved

 - d) CEPD 9183
Request: Add
Action: approved

 - e) CEPD 9184
Request: Add
Action: approved

 - f) CEPD 9186
Request: Add
Action: approved

 - g) CEPD 9187
Request: Add
Action: approved

 - h) CEPD 9199
Request: Add
Action: approved

Committee X: Honors College Committee (Chair, Don Wagner)

Action Item:

A) The Faculty Handbook (http://www.westga.edu/vpaa/index_1973.php) stipulates

306.0207* Note: Attendance at fall and spring commencement is shared by the faculty as designated by the faculty marshals. Half of the faculty who are teaching in summer are expected to attend the summer commencement. The deans will notify the Vice President for Academic Affairs who will notify the marshals of those faculty members marching.

All faculty are expected to attend Honors Convocation. Faculty members needing to be excused from their commitment should notify the office of the Vice President for Academic Affairs and will ordinarily be expected to find a replacement.

1. The Honors College Committee respectfully recommends that the sentence in bracketed in stars (*) in the text above be replaced by the following:
Approximately one third of faculty members are expected to attend Honors Convocation and about one third are expected to attend the fall and spring commencement ceremonies.--**Approved**
2. Finally, the Honors College Committee also recommends that any faculty member teaching in the summer who has attended one of these three ceremonies during the academic year shall not be required to march in Summer Commencement even if teaching in summer semester.—**Striken as an action item and was recommended this issue be addressed by the appropriate Faculty Senate Committee possibly Academic Policies and Procedures.**

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

Information Item:

A) Statement on E-Tuition Distribution

The committee supports the current university position on e-tuition money distribution of 40% (Department), 40% (DDEC), 20% (College) until more data is collected on how the money received is being used.

B) Statement on Extending the Existing Technology Plan

The committee recommends the extension of the existing Technology Plan (2002-2007) until a new plan is completed and approved by the Faculty Senate. Given the recent reorganization of the Information Technology Services (ITS), the extension will provide the committee more time to develop a plan that is aligned with the appropriate components of the University Strategic Plan scheduled for implementation in 2010.

5. Old Business

6. New Business—Requests were made for Technology Planning Committee to explore a better e-mail system and the adequacy of the infrastructure to support our online course management system.

Action Item

A) A draft of USG Faculty Bylaws was forwarded by the USG Faculty Council to system institutions for review. **Not Approved.**

7. Announcements

8. Adjournment—Meeting was adjourned at 4:40 pm.

Addendum II

Course Update Request (Add, Delete, Modify)

Originator

 Biology
College

 College of Arts and Sciences
Department

 Zot, Henry
Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 BIOL 1110 Biological Diversity
Prefix Number Course Title

This course is an introductory foundation-building course for biology majors. It is designed to familiarize students with the distinguishing characteristics, taxonomy, evolutionary relationships, and economic importance of all domains of life. For Biology Majors only; does not fulfill core requirements.

Course Catalog Description

2	2	3	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

none

Corequisites
Rationale

This course is to replace BIOL 1101 Freshman Biology Seminar in the BS in Biology Program. As such, the proposed course will be required of all first year Biology majors and will count toward the partial fulfillment of electives in Area F. The learning outcomes of the proposed course are essential to meet a new departmental curriculum assessment instrument.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 100

Comments
 TEAC Approval Required

College Approvals

Zot, Henry [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

SYLLABUS FOR BIOLOGY 1110

Biological Diversity

Instructors:	Dr. David Morgan	Dr. Nancy Penco
Office:	267 Biology Building	204 Biology Building
Phone:	678-839-4044	678-839-4036
Office Hours:	MW 2:00-3:30; TR 12:00-1:00 TR 4:30-5:30	MWF 2:00-3:30; TR 1:30-3:30

COURSE DESCRIPTION

This course is an introductory foundation-building course for biology majors. It is designed to familiarize students with the distinguishing characteristics, taxonomy, evolutionary relationships, and economic importance of all domains of life.

COURSE MATERIALS

- Sadava/Heller/Orians/Purves/Hillis. 2008. Life, 8th edition. [REQUIRED]
- iclicker response pad [REQUIRED]
- Van De Graaff/Crawley. 2005. A Photographic Atlas for the Biology Laboratory, 5th edition. [REQUIRED]
- Dzialowski/McGuire/Goodloe/Guild/Glase. 2008. Student Study Guide. [HIGHLY RECOMMENDED]

LEARNING OUTCOMES

Upon completion of this course you should be able to:

- Describe how prokaryotic cells differ from eukaryotic cells.
- Describe the taxonomic classification (domain, kingdom, phylum, class) of living things.
- Distinguish between taxonomy and phylogeny.
- Compare and contrast prokaryotes, protists, plants, fungi, and animals with respect to their structure, metabolic strategies, evolutionary history, and importance in the ecosystem.

ATTENDANCE POLICY

We urge you to attend *all* lecture classes - based on past experience, the higher the rate of absenteeism, the lower the final grade. You will be given information in class that you will not find in the textbook or by examining the notes of your classmates.

CELL PHONE POLICY

Ringing cell phones are extremely disruptive in the classroom. Please turn the ringer **OFF** during lecture & while taking exams.

GRADING

Lecture Exams (3)*	50% of final grade	A = 90 - 100
Laboratory Practicals (2)	25% of final grade	B = 80 - 89
Comprehensive Final*	15% of final grade	C = 70 - 79
Clicker questions	10% of final grade	D = 60 - 69
* You must bring a picture ID for all tests.		F = 59 & below

The basic lecture exam is multiple choice. A few things to remember when taking this type of exam are:

- Read each question and all possible answers before making your selection;
- Select your answer by using the process of elimination;
- Don't make a mechanical error (if you know the answer is "A", make sure you select the letter "A");
- Your first impression is usually correct;
- Don't read more into the question than what is there (some questions are actually easy).

MAKEUP EXAMS/LAB PRACTICALS

Makeup exams/practicals will not be given except in cases of **EXTREME** emergency. If you miss a scheduled exam/practical, your grade for that exam is a zero.

EXTRA CREDIT / CURVING OF GRADES

Not part of our vocabulary.

CHEATING

Cheating and plagiarism (look it up) are prohibited. Any student who cheats or plagiarizes material will receive a grade of "F" for the course. **THERE ARE NO SECOND CHANCES!!**

Lecture Topic and Exam Schedule - Fall 2008

	<u>Day</u>	<u>Topic</u>	<u>Chapter</u>
AUG	19 - 28	Bacteria and Archaea	26
SEPT	2 - 16	Origin and Diversification of the Eukaryotes	27
	18	EXAM I (Chapters 26 & 27)	
	23 - 25	Plants without Seeds	28
OCT	30 - 14	The Evolution of Seed Plants	29
	16 - 23	Fungi	30
	28	EXAM II (Chapters 28 - 30)	
NOV	30 & 4	Animal Origins	31
	6 - 13	Protostome Animals	32
	18 - 2	Deuterostome animals	33
DEC	24	EXAM III (Chapters 31 - 33)	

DATES TO REMEMBER...

Holiday (no classes)

Last day to withdraw with grade of W

Fall Break (no classes)

Holiday (no classes)

Last day of M/W/F classes

FINAL EXAM 11:00 AM - 1:00 PM

Lab Topic and Practical Schedule - Fall 2008

	<u>Day</u>	<u>Topic</u>
AUG	19 - 22	The Microscope
	26 - 29	Prokaryotes (Bacteria & Archaea)
SEPT	2 - 5	Protists I
	9 - 12	Protists II
	16 - 19	Plants I
	23 - 26	Plants II
	30 - 3	Plants III
OCT	7 - 10	NO LAB
	14 - 17	PRACTICAL I
	21 - 24	Fungi I
	28 - 31	Fungi II
NOV	4 - 7	Invertebrates I
	11 - 14	Invertebrates II
	18 - 21	Vertebrates
	25 - 28	NO LAB
DEC	2 - 5	PRACTICAL II

Course Update Request (Add, Delete, Modify)

Originator Biology College	College of Arts and Sciences Department	Zot, Henry 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					
BIOL	3134	Cell and Molecular Biology			
Prefix	Number	Course Title			
<p>This course deals with the molecular aspects of cell structure and function, emphasizing the chemical and molecular basis of cellular physiology. It also addresses genetic functions at the chromosomal and molecular levels, gene expression, and regulation.</p> <p>Course Catalog Description</p>					
4	0	4	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites Combination A or B (see Note 1)	Corequisites
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Rationale This has been a popular Special Topics course for Biology majors. The learning outcomes of the proposed course are essential to meet a new departmental curriculum assessment instrument.

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

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

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

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

Syllabus

Lecture: Days, Time, Location

Instructor: Dr. Leos Kral (office: Rm. 145A Biology Building)
email address lkral@westga.edu
Note: Best way to contact me is by email.

Office Hrs: Monday:
Tuesday:
Wednesday:
Thursday
Friday:

Text: Essential Cell Biology (*second edition*)
by Alberts, Bray, Johnson, Lewis, Raff, Roberts, and Walter

Web Site: <http://www.westga.edu/~lkral/>
This web site contains links to this syllabus and the WebCT site which contains the course outline, a course calendar, study guides, grade book and discussion area.

Note: Should any changes be made to this syllabus during the semester (such as changes in due dates, exam dates, or topics), these will be posted on the WebCT site calendar, announcement and/or discussion area. It is your responsibility to log in at least once every other day. Also, be sure to keep up with the study guides. There may be material skipped in lecture for which you will be held responsible. Readings for this material will be assigned in the study guides.

Grading: Four hourly exams will be given during assigned class times during the semester and one final exam will be given during finals week. The final exam will **not** be comprehensive and will only cover the last portion of the course. Note, however, that the material is cumulative and understanding of previously covered concepts is essential to comprehension of subsequent materials. Exams will be made up of mostly multiple choice and some true/false type questions. Students are expected to take all exams. All exams will only be given at the scheduled times on the scheduled days. Missed exams will be assigned a score of 0 points. It is recognized that emergency situations can occur where missing an exam is unavoidable. What constitutes an emergency situation is at the discretion of the instructor. Therefore, check with the instructor ahead of time to see if your situation qualifies (oversleeping does **not** qualify). With proper documentation of the instructor approved emergency situation, a makeup exam can be taken. This option only pertains to any of the first four exams. The final exam can only be made up if the student qualifies for a grade of I (incomplete) under the university guidelines.

Each hourly exam (including the final exam) is worth 100 points.

Your final grade in this course will be calculated from the average of all 5 exam scores according to the following formula:

$$\% \text{grade} = \% \text{average of 5 exams} = (\text{Exam1} + \text{Exam2} + \text{Exam3} + \text{Exam4} + \text{Final Exam})/5$$

Cheating will **not** be tolerated. Any student caught cheating will receive a grade of 0 points on that exam and that exam grade will not be dropped from the calculation of the course average. An F grade for the course may also be assigned at the instructor's discretion.

There will be **no** extra credit assignments so **don't ask**.

This course can **not** be converted to honors credit.

Please Note: Grades are assigned on the basis of what you know as evaluated by exams. If you have personal issues which prevent you from coming to class or studying, and subsequently, you do poorly on the exams, you are not entitled to a higher grade than your exam scores warrant due to hardship. If you can not devote the necessary time to this course, you should reduce your course load. It is better to do well over a longer period of time rather than badly in a shorter period of time.

Students must have a grade of C or better in both BIOL 2107 and BIOL 2108 to be admitted into this course. Over the years it has become obvious that students who did poorly in the introductory class almost always fail this course. Therefore, if you did not pass BIOL 2107 and/or BIOL 2108 with a grade of C or better, drop this course and repeat the introductory course or courses in which you did poorly. Also note that CHEM 1211 and CHEM 1212 are pre-requisites of this course.

Exam Schedule: Exam 1:
Exam 2:
Exam 3:
Exam 4:
Final Exam :

Grading Scale: Percentage of all possible points:

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = less than 60%.

Objectives: The overall course objective is to impart a thorough understanding of the molecular structure and function of living cells.

At the completion of this course students will be able to

1. compare and contrast structural properties of prokaryotic and eucaryotic cells
2. list and describe functions of biologically important molecules.
3. know how biochemical pathways are organized and describe the energy

- properties of enzymatic reactions.
- list and describe structural features and functions of organelles and other cellular structures.
 - describe the cellular function of macromolecules and know how that function relates to the structure of those macromolecules.
 - know the processes by which genetic material is replicated and expressed.
 - compare and contrast prokaryotic and eukaryotic processes of regulation of gene expression.
 - discuss the various mechanisms by which energy is harnessed and interconverted by biological systems.
 - discuss the various pathways of cell signalling.
 - list and describe the processes associated with the cell cycle and explain the regulatory steps that govern progression through the cell cycle.
 - List and describe the processes by which humoral and cell mediated immune responses are mounted.

Lecture Topics: Sequential topic listing. Specific reading assignments are posted on the course web site.

- Introduction (Chapter 1)
- Chemical Components of Cells (Chapter 2)
- Energy, Catalysis and Biosynthesis (Chapter 3)
- Protein Structure and Function (Chapter 4)
- DNA and Chromosomes (Chapter 5)
- DNA Replication and Repair (Chapter 6)
- Transcription and Processing of RNA (Chapter 7)
- Translation (Chapter 7)
- Control of Gene Expression (Chapter 8)
- Membrane Structure (Chapter 11)
- Membrane Transport (Chapter 12)
- How Cells Obtain Energy from Food (Chapter 13)
- Energy Generation in Mitochondria and Chloroplasts (Chapter 14)
- Intracellular Compartments and Transport (Chapter 15)
- Cell Communication (Chapter 16)
- Cytoskeleton (Chapter 17 and portion of Chapter 21)
- Cell Cycle Control (Chapter 18)
- Fate of Nucleus During Cell Division (in Chapter 19)
- Cellular Basis of Immunity (Selected Readings)

How to Approach this Course:

- Come to class and pay attention. Listen for what is being emphasized.
- Read the text book. While the textbook should be viewed as a detailed set of notes, the lecture is important to guide you through those "notes". There will be some sections where more detail will be presented in lecture than is presented in the text. This additional material will be available on the web.

3. Don't just memorize but strive to **understand**. As much as possible ask yourself questions such as "why does this work ", "how does this work", "what are the relationships between x and y", etc. Visualize processes understanding their location, purpose and mode of action. Basically, just keep in mind that "knowing" something means "understanding and comprehending". It does not mean memorizing a bunch of words.
4. Ask questions. If something is not clear, **ask**. Utilize office hours, ask during, and/or outside of class (but not before class), utilize the web based discussion area, or send me email (lkral@westga.edu).
5. Utilize the study guide posted for each topic being discussed in class. Utilize the CD-ROM to view processes and for self testing. Form study groups to explore the material.
6. Spend time studying and **keep up**. For best effect you should study **at least 2 hours** for each class period within a day of the class period. Studying for a few hours or even all night just before an exam is not sufficient to do well, or perhaps, even to pass the course.

Etiquette Rules for Lecture and Labs:

1. Do not carry on a conversation while lecturing is in progress. This is both rude and disruptive to others.
2. Do not eat during class - the rustling of wrappers is disruptive to others.
3. Come to class and lab on time.
4. Turn off or silence your beepers and cell phones.
5. Do not bring children to class.

Communication:

- All official communications from the University and from this instructor will be sent to your MyUWG email address. It is expected that you will access your email through the MyUWG portal on a daily basis. If I need to communicate with you personally about this course, I will do so by sending you email to your MyUWG account. Failure to read my emails will not be an excuse if a lack of response from you results in a lower grade in this course.
-

Course Update Request (Add, Delete, Modify)

Originator

 Biology
College

 College of Arts and Sciences
Department

 Hendricks, Joseph
Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 BIOL 3135 Ecology
Prefix Number Course Title

This course is designed to familiarize biology majors with the factors controlling the structure and function of populations, communities, and ecosystems. The role of evolutionary processes in the structure and function of these systems will also be explored. Basic concepts will be synthesized and reinforced by investigating the dynamics of the aquatic life zones and terrestrial biomes on earth.

Course Catalog Description

4	0	4	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Combination A or B (see Note 1)

Corequisites
Rationale

This course has been a popular course offered as a Special Topics course for Biology Majors. The learning outcomes of the proposed course are essential to meet a new departmental curriculum assessment instrument.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 80

Comments
 TEAC Approval Required

College Approvals

Zot, Henry [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

Syllabus
BIOL 3135: Ecology
Fall Semester 2009*

Description: This course is designed to familiarize biology majors with the factors controlling the structure and function of populations, communities, and ecosystems. The role of evolutionary processes in the structure and function of these systems will also be explored. Basic concepts will be synthesized and reinforced by investigating the dynamics of the aquatic life zones and terrestrial biomes on earth.

Learning Outcomes: After successfully completing this course, the student should be able to:

- describe the basic ecological structures and functions of populations, communities, and ecosystems,
- identify specific ecological factors which control the structure and function of systems,
- describe the role of evolutionary processes in the structure and function of systems,
- identify the major aquatic life zones and terrestrial biomes on earth, and
- develop sound hypotheses regarding the mechanisms by which anthropogenic and natural disturbances impact the structure and function of systems.

Ultimate Goal: The ultimate goal of this course is to promote an understanding of the major principles and concepts in ecology, promote critical thinking and communications skills, and foster a continuous interest in learning about the environment.

Instructor: Dr. Joseph J. Hendricks, Professor of Biology
Office: Room 230, Biology Building
Phone: (678) 839-4037
E-mail: jhendric@westga.edu

Office Hours: TBD

Class Hours: TBD

Text: Smith, R.L., and T.M. Smith. 2001. Ecology and Field Biology, 6th Edition. Benjamin Cummings, San Francisco, CA.

Course Management:

- It is important to maintain a classroom environment that is conducive to learning. In this effort, please: i.) come to class on time, ii.) do not carry on personal conversations during lectures, iii.) do not eat during lectures and exams, and iv.) silence cell phones during class hours.
- **If you have any special needs, please meet with me soon in my office.**
- **The official mode of communication (outside of class) for this course is campus email.**
- **Course information, announcements, and grades may be accessed via WebCT Vista.**

Course Approach Tips:

- Come to class and pay attention – simple suggestions, but they work!!!
- Review lecture material early and often. Study your class notes soon after each lecture to clarify potential points of confusion, expand coverage of scant sections, and reinforce the basic points and concepts. Also, read the text sections pertinent to the lecture notes paying particular attention to the tables and figures used in lectures. As a general guide, for each lecture, you should study the notes and associated text sections for at least 2 hours within a day of the lecture.
- Strive to understand the material and topics covered in lecture and the associated text sections. Simple memorization of notes is not the formula for success in this class. Critical thinking when reviewing lecture notes and text sections (e.g., ask yourself questions such as “how does this work?”, “why does it work this way?”, “what are the patterns and controls of this process?”, and “what are the relationships between x and y?”, etc.) will enhance your ability to understand concepts, apply knowledge, question formulae, and formulate solutions.
- Follow the test taking tips and strategies that I prescribe during lectures and review sessions.
- Attend the review sessions following each exam to: i.) address the questions that you missed, and ii.) evaluate your study approach and test taking strategies for future exams.
- Contact me if you have any questions or concerns. Please feel free to ask questions before, during, and/or after class. Also, feel free to utilize my office hours or other times by arrangement to meet with me. I am here to help, but you have to meet me half way!

Grading:

- Final grades for this course will be based on five exams.
- Each student will have the option of dropping one of the first four exam grades, but not the fifth exam grade. The fifth exam will technically encompass only the new material covered after the fourth exam. However, while the fifth exam will not be cumulative, an understanding of the material and concepts covered during the earlier parts of the course is essential to the comprehension and synthesis of concepts covered at the end of the course. Therefore, the fifth exam is mandatory, and this exam score will not be dropped during final calculations of grades.
- The exams will be administered only on the scheduled dates and time periods. If a student misses one of the first four scheduled exams, he or she will receive a grade of "0" for the exam. This grade may serve as the lowest exam grade and dropped from the calculation of the final average. Make-up exams will be considered only in the most extreme of circumstances and will be administered on the last day of classes.
- Students must bring their own scantron card (Form #: 229629) to each exam.
- Final averages will be calculated as follows:
 - 4 exams (including the 5th exam) @ 25 % per exam = 100 %
 - Potential Total = 100 %
- Final letter grades will be determined using the grading scale:
 - 90-100 % = A
 - 80-89 % = B
 - 70-79 % = C
 - 60-69 % = D
 - Below 60 % = F
- Extra credit and generalized curving of grades will not be considered in this course.
- Electronic devices of any type (calculators, cell phones, CD players, etc.) may not be used during exams.
- Cheating will not be tolerated. Any student who is caught cheating will receive a grade of "0" for the exam and this grade may not be dropped from the calculation of the final average.

Lecture Schedule	<u>Chapter(s)</u>
Part I: Introduction	
1 Course Approach and Overview	1
Part II: The Physical Environment	
2 Solar Radiation and Climate	2
3 Solar Radiation and Climate	2
4 The Physical Environment	3
5 Soils	4
6 Exam Preview	
7 Exam #1	
Part III: The Organism and Its Environment	
8 Exam #1 Review, Adaptation	5
9 Plant Adaptations I: Photosynthesis and Light	6
10 Plant Adaptations II: Thermal, Moisture, and Nutrient	7
11 Animal Adaptations	8
12 Decomposition	9
13 Exam Preview	
14 Exam #2	
15 Exam #2 Review	
Part IV: Population Ecology	
16 Properties of Populations	10
17 Population Growth	11
18 Intraspecific Competition: Population Regulation	12
19 Population Interactions	14-17
20 Population Genetics	19
21 Exam #3	
Part V: Community and Ecosystem Ecology	
22 Exam #3 Review, Community Structure	20
23 Community Dynamics	21-22
24 Ecosystem Productivity	24
25 Biogeochemistry: Nutrient Cycling	25
26 Exam #4	
Part VI: Comparative Ecosystem Ecology	
27 Terrestrial Ecosystems	28-29
28 Terrestrial Ecosystems	28-29
29 Thanksgiving Recess, No Classes	
30 Aquatic Ecosystems	30-31
31 Aquatic Ecosystems	30-31
32 FINAL EXAM (Exam #5)	

*The contents of this syllabus may be altered during the course as deemed necessary by the instructor.

Course Update Request (Add, Delete, Modify)

Originator

 Biology
College

 College of Arts and Sciences
Department

 Zot, Henry
Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 BIOL 3242 Evolution
Prefix Number Course Title

The principles and mechanisms of evolution in plants and animals, covering population phenomena, speciation, sexual selection, life history strategies, behavior, adaptation, systematics, and biogeography.

Course Catalog Description

4	0	4	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

combination A or B (see Note 1)

Corequisites
Rationale

This has been a popular course as Special Topics for Biology Majors. Encompassing a more inclusive review of evolution by natural selection, BIOL 3242 will replace the existing course BIOL 3232 Vertebrate Evolution. The learning outcomes of BIOL 3242 are essential to meet a new departmental curriculum assessment instrument.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments
 TEAC Approval Required

College Approvals

Zot, Henry [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

Syllabus

Dr. Christopher Tabit

Office Hours:

M & W 2:30 PM – 5:00 PM

T & TH 11:00AM – 1:30 PM

All other times by appointment

Office: Room 133, Biology Building

Phone: 678-839-4022

email: ctabit@westga.edu

Class Schedule:

M & W: 12:30 to 2:20 PM

Biology Room 148

Textbook: Evolutionary Analysis 4th Edition
Scott Freeman & Jon C. Herron

Learning Outcomes:

- I. Demonstrate an understanding of the historical impacts on Darwin's theory of evolution by natural selection.
- II. Demonstrate an understanding of Darwin's Theory of Evolution by Natural Selection:
 - A. discuss / apply basic evolutionary concepts
 - B. modes of evolution & natural selection
 - C. what is a species
 - D. speciation
 - E. populations
- III. Demonstrate an understanding of biological systematics:
 - A. phenetics
 - B. cladistics
- IV. Demonstrate an understanding of the mechanism / patterns of evolution:
 - A. why sex
 - B. sexual selection
 - C. life history strategies
 - D. evolutionary interactions
- V. Demonstrate an understanding of the evolution of vertebrates from fishes to mammals:
 - A. jawless / jawed vertebrates
 - B. aquatic / terrestrial vertebrates
 - C. terrestrial / aerial vertebrates
 - D. exothermic / endothermic vertebrates

Tentative Lecture Schedule

Unit I Introduction

8/18 – 9/17	A Case for Evolutionary Thinking The Pattern of Evolution Darwinian Natural Selection Estimating Evolutionary Tree
9/22	Unit I Exam

Unit II
Mechanisms of Evolutionary Change

9/24 – 10/20	asexual vs sexual reproduction sexual selection and dimorphism altruism life history patterns evolutionary interactions
10/22	Unit II Exam

Unit III
Adaptation

10/27 – 11/19	Cambrian Explosion Jawed Vertebrates Paleozoic Tetrapods and the Transition to Land Mesozoic Tetrapods Origin of Birds Cretaceous Extinction Cenozoic Non-mammalian Vertebrates Cenozoic Mammalian Vertebrates
11/24	Unit III Exam
12/1 – 12/3	To Be Announced
12/10	Comprehensive Final Exam (11:00AM-1:00PM)

Grading:

30% In-class Exercises, Homework Assignments
10% On-line writing assignments
60% Exams

There are 4 exams during the semester; 3 unit exams and a comprehensive final.
Your best three exams will be averaged when calculating your final grade.

Make-up exams will be cheerfully administered provided that: 1. I am notified prior to 8AM of the day of the exam, 2. proper written documentation supports absence, 3. make-up exam is scheduled within 24 hours of original exam period.

There is no extra credit in this course.

Cheating:

Cheating will not be tolerated. I cannot stress this enough. If you are caught cheating you will be expelled from the exam and you will receive a zero. If you are caught a second time, the University will be notified of your lack of ethics and you will receive an F as your final course grade.

Disrespect:

I will not tolerate disrespect by anyone in any shape or fashion. I will treat you with respect and I will insist that you respect me and your fellow classmates. If you choose to come to class I expect you to contribute to the class in a positive manner. Disrespectful/disruptive students will be asked to leave lecture. Any student asked to leave a lecture will be penalized 5%!

Your participation in class is important. Now I am not generally a stickler for promptness but habitual tardiness is a form of disrespect. I'd rather have you in class late than not at all. If disruptive tardiness becomes a problem I reserve the right to lock the door at anytime once class has started.

Course Update Request (Add, Delete, Modify)

Originator

Biology College	College of Arts and Sciences Department	Zot, Henry Originator
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Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

BIOL	4266	Molecular Ecology
Prefix	Number	Course Title

This course examines the use of molecular genetic data to the understanding of ecological and evolutionary processes in natural populations such as genetic diversity, dispersal, gene flow and phylogeography. This course will also examine how molecular genetic data is utilized to study behavioral mechanism such as mate selection and foraging. Application of molecular ecology principles to conservation will also be explored.

Course Catalog Description

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

Prerequisites

Combination A or B (see Note 1)

Corequisites
Rationale

This has been a successful Special Topics course for Biology Majors. This course is being proposed as an elective to expand departmental offerings of in-depth courses in rapidly changing areas of modern biology.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments
 TEAC Approval Required

College Approvals

Zot, Henry [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

Syllabus

Lecture: Days, Time, Location

Instructor: Dr. Leos Kral (office: Rm. 145A Biology Building)
email address lkral@westga.edu
Note: Best way to contact me is by email.

Office Hrs: Monday:
Tuesday:
Wednesday:
Thursday
Friday:

Text: Molecular Ecology
by Joanna R. Freeland

Web Site: <http://www.westga.edu/~lkral/>
This web site contains links to this syllabus and the WebCT site which contains additional course content, a course calendar, study guides, grade book, announcements area and discussion area.

Note: Should any changes be made to this syllabus during the semester (such as changes in due dates, exam dates, or topics), these will be posted on the web site calendar, announcements and/or discussion area. It is your responsibility to log in at least once every other day.

Objectives: At the completion of this course students will be able to

1. describe and explain the types of molecular techniques utilized in ecology research.
2. explain how molecular genetics is used to study population genetics of individual and multiple populations.
3. explain how molecular techniques are used to characterize historical and current gene flow within and among populations in relation to geographic distribution of those populations.
4. explain how molecular techniques are used to study behaviors - particularly mating behavior.
5. describe and explain the concepts of conservation genetics.
6. know the practical applications of molecular ecology to law enforcement, agriculture and fishing.
7. apply principles learned to the analysis of relevant data sets.

Lecture Topics: Sequential listing topics.

1. Molecular genetics in ecology (Chapter 1)
2. Molecular markers in ecology (Chapter 2)
3. Genetic analysis of single populations (Chapter 3)
4. Genetic analysis of multiple populations (Chapter 4)
5. Phylogeography (Chapter 5)
6. Molecular approaches to behavioral ecology (Chapter 6)
7. Conservation genetics (Chapter 7)
8. Molecular ecology in a wider context (Chapter 8)
9. If time permits: Examination of some current research papers and utilization of some software packages to analyze genetic population data

Exam Schedule: Exam 1:
Exam 2:
Final Exam:

Writing Assignments:

- 1) Answers to study questions (Group I-A; WTL Exercise)
- 2) Editing of study question answers (Group I-B; WTL Exercise)
- 3) Essay type exams (Group I-B; WTL/WTC Exercise)
- 3) Lab report based on "research data" provided by instructor (Group II-WTC Assignment)

Group code explanations: <http://www.westga.edu/~wac/wacfacultyinfo.htm>

Due dates will be given at the time these exercises are assigned.

Grading: Two hourly exams will be given during assigned class times during the semester and one final exam will be given during finals week. These exams will cover lecture material from the text and other sources that may be provided by the instructor. These exams will be of a "short answer/essay" type format. Students are expected to take all exams. All exams will only be given at the scheduled times on the scheduled days. Missed exams will be assigned a score of 0 points. It is recognized that emergency situations can occur where missing an exam is unavoidable. What constitutes an emergency situation is at the discretion of the instructor. Therefore, check with the instructor ahead of time to see if your situation qualifies. With proper documentation of the instructor approved emergency situation, a makeup exam can be taken. This option only pertains to the two hourly exams. The final exam can only be made up if the student qualifies for a grade of I (incomplete) under the university guidelines.

Each hourly exam (including the final exam) is worth 100 points.

Because this is a WAC course, a number of writing assignments will be incorporated. These assignments fall into two categories (see above). Writing to Learn (WTL) and Writing to Communicate (WTC). Only the WTC assignments will be formally graded by the instructor. Points will be given for the successful and **on-time** completion of the WTL only assignments.

All weekly study question answer sets will be worth 100 points in total. Each weekly answer set will be worth 100 points/(# of weekly question sets assigned).

Note that you can not receive points for answering questions if you were not in class for that lecture on which the questions were based.

All weekly answer set edits will be worth 100 points in total. Each weekly edit will be worth 100 points/(# of weekly homeworks assigned). Note that you can not receive points for "editing" an answer set that was not written because you were not in class for that lecture on which the questions were based.

First draft of the lab report will be worth 75 points.

Final lab report will be worth 25 points.

Note that you will not be able to write the lab report if you were not in class for the "lab exercise" during which the experiment will be simulated (explained) and the data provided. Attendance for the lab exercise is mandatory and this exercise can not be made up.

Your final grade in this course will be calculated from the exam scores and all writing/editing assignments according to the following formula:

$$\% \text{ grade} = (\text{Exam1} + \text{Exam2} + \text{Final Exam} + \text{Writing Answers points} + \text{Editing Answers points} + \text{Draft Lab report points} + \text{Final Lab report points}) / 600$$

Cheating will **not** be tolerated. Any student caught cheating will receive a grade of 0 points on that exam/assignment and that exam/assignment grade will not be dropped from the calculation of the course average. An F grade for the course may also be assigned at the instructor's discretion.

There will be **no** extra credit assignments so **don't ask**.

This course can **not** be converted to honors credit.

Please Note: Grades are assigned on the basis of what you know as evaluated by exams and for writing assignments completed. If you have personal issues which prevent you from coming to class or studying, and subsequently, you do poorly on the exams and/or can not complete writing assignments, you are not entitled to a higher grade than your scores warrant due to hardship. If you can not devote the necessary time to this course, you should reduce your course load. It is better to do well over a longer period of time rather than badly in a shorter period of time.

Grading Scale: Percentage of all possible points:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = less than 60%.

How to Approach this Course:

1. Come to class and pay attention. Listen for what is being emphasized.

2. Read the text book and whatever other materials may be provided. While these are informative they do not always provide sufficient explanatory detail. Much of this detail will be provide during lecture. Be sure to take careful notes.
3. Don't just memorize but strive to **understand**. As much as possible ask yourself questions such as "why does this work ", "how does this work", "what are the relationships between x and y", etc. Visualize processes understanding their purpose and mode of action. Basically, just keep in mind that "knowing" something means "understanding and comprehending". It does not mean memorizing a bunch of words.
4. Ask questions. If something is not clear, **ask**. Utilize office hours, ask during, and/or outside of class (but not before class), utilize the web based discussion area, or send me email (lkral@westga.edu).
5. Form study groups to explore the material.
6. Spend time studying and **keep up**. For best effect you should study **at least 2 hours** for each class period within a day of the class period. Studying for a few hours or even all night just before an exam is not sufficient to do well, or perhaps, even to pass the course.

Etiquette Rules:

1. Do not carry on a conversation while lecturing is in progress. This is both rude and disruptive to others.
2. Do not eat during class - the rustling of wrappers is disruptive to others.
3. Come to class on time.
4. Turn off or silence your beepers and cell phones.
5. Do not bring children to class.

Communication:

- All official communications from the University and from this instructor will be sent to your MyUWG email address. It is expected that you will access your email through the MyUWG portal on a daily basis. If I need to communicate with you personally about this course, I will do so by sending you email to your MyUWG account. Failure to read my emails will not be an excuse if a lack of response from you results in a lower grade in this course.
-

Course Update Request (Add, Delete, Modify)

Originator	College of Arts and Sciences	Hendricks, Joseph
Biology College	Department	Originator

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

Course Details					
BIOL	4424	Wildlife Habitat Ecology			
Prefix	Number	Course Title			
<p>This course is designed to familiarize biology majors with the ecology and management of terrestrial wildlife habitats. Ecological concepts and principles relevant to wildlife habitat structure and function will be evaluated from the individual, population, community, ecosystem, and landscape levels of organization. Management practices that affect the structure and function of wildlife habitats will be evaluated for agricultural and forest ecosystems. Concepts will be synthesized and reinforced by investigating the habitat requirements for a variety of wildlife species in the southeastern United States.</p> <p>Course Catalog Description</p>					
3	3	4	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
Combination A or B (see Note 1)	

Rationale

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 60	<input type="checkbox"/> TEAC Approval Required

College Approvals
_____ Zot, Henry [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

Syllabus
BIOL 4424: Wildlife Habitat Ecology
Fall Semester 2009*

Description: This course is designed to familiarize biology majors with the ecology and management of terrestrial wildlife habitats. Ecological concepts and principles relevant to wildlife habitat structure and function will be evaluated from the individual, population, community, ecosystem, and landscape levels of organization. Management practices that affect the structure and function of wildlife habitats will be evaluated for agricultural and forest ecosystems. Concepts will be synthesized and reinforced by investigating the habitat requirements for a variety of wildlife species in the southeastern United States.

Learning Outcomes: After successfully completing this course, the student should be able to:

- describe the history of wildlife habitat manipulation and management in the southeastern United States,
- describe the basic factors affecting the structure and function of wildlife habitats from the different levels (i.e., individual, population, community, ecosystem, and landscape) of ecological organization,
- describe how management practices may alter the structure and function of wildlife habitats,
- describe the habitat requirements for a variety of wildlife species in the southeastern United States, and
- develop sound hypotheses regarding the mechanisms by which anthropogenic and natural disturbances impact the structure and function of wildlife habitats.

Ultimate Goal: The ultimate goal of this course is to promote an understanding of the structure and function of wildlife habitats, promote critical thinking and communications skills, and foster a continuous interest in learning about wildlife species and their habitats.

Instructor: Dr. Joseph J. Hendricks, Professor of Biology
Office: Room 230, Biology Building
Phone: (678) 839-4037
E-mail: jhendric@westga.edu

Office Hours: TBD

Class Hours: TBD

Readings: There is no assigned text for this course. However, readings from various texts and scientific literature will be assigned in association with most lecture topics. These readings will be available for short-term checkout from the UWG Ingram Library circulation desk.

Course Management:

- It is important to maintain a classroom environment that is conducive to learning. In this effort, please: i.) come to class on time, ii.) do not carry on personal conversations during lectures, iii.) do not eat during lectures and exams, and iv.) silence cell phones during class.
- **If you have any special needs, please meet with me soon in my office.**
- **The official mode of communication (outside of class) for this course is campus email.**
- **Course information, announcements, and grades may be accessed via WebCT Vista.**

Course Approach Tips:

- Come to class and pay attention – simple suggestions, but they work!!!
- Review lecture material early and often. Study your class notes soon after each lecture to clarify potential points of confusion, expand coverage of scant sections, and reinforce the basic points and concepts. Also, review the assigned readings pertinent to the lecture notes paying particular attention to the tables and figures used in lectures. As a general guide, for each lecture, you should study the notes and associated text sections for at least 2 hours within a day of the lecture.
- Strive to understand the material and topics covered in lecture and the associated text sections. Simple memorization of notes is not the formula for success in this class. Critical thinking when reviewing lecture notes and text sections (e.g., ask yourself questions such as “how does this work?”, “why does it work this way?”, “what are the patterns and controls of this process?”, and “what are the relationships between x and y?”, etc.) will enhance your ability to understand concepts, apply knowledge, question formulae, and formulate solutions.
- Contact me if you have any questions or concerns. Please feel free to ask questions before, during, and/or after class. Also, feel free to utilize my office hours or other times by arrangement to meet with me. I am here to help, but you have to meet me half way!

Grading:

- Final grades for this course will be based on four exams, two lab practicals, lab reports.
- The exams will be administered only on the scheduled dates and time periods. Make-up exams will be considered only in the most extreme of circumstances and will be administered on the last day of classes.
- The two lab practicals will be administered only on the scheduled date and time periods. Make-ups will be considered only in the most extreme of circumstances and will be administered on the last day of classes.
- Lab reports will be due at the beginning of the following lab period. Late reports will be penalized 10% for each late day.
- Final averages will be calculated as follows:
 - 4 exams @ 15 % per exam = 60 %
 - 2 lab practicals @ 15 % = 30 %
 - Lab reports (averaged) = 10%
 - Potential Total = 100 %
- Final letter grades will be determined using the grading scale:
 - 90-100 % = A
 - 80-89 % = B
 - 70-79 % = C
 - 60-69 % = D
 - Below 60 % = F
- Extra credit and generalized curving of grades will not be considered in this course.
- Electronic devices of any type (calculators, cell phones, CD players, etc.) may not be used during exams.
- Cheating will not be tolerated. Any student who is caught cheating will receive a grade of "0" for the exam and this grade may not be dropped from the calculation of the final average.

Lecture Schedule

Part I: Introduction

- 1 Course Approach and Overview
- 2 History of Wildlife Habitat Management

Part II: Concepts and Principles Relevant to Wildlife Habitat Ecology

- 3 Wildlife Needs and Adaptations
- 4 Wildlife Needs and Adaptations
- 5 Population Dynamics
- 6 Population Dynamics
- 7 Population Dynamics
- 8 **Exam #1**

- 9 Exam #1 Review
- 10 Community Dynamics
- 11 Ecosystem Dynamics
- 12 Ecosystem Dynamics
- 13 Ecosystem Dynamics
- 14 Landscape Dynamics
- 15 **Exam #2**

Part III: Applications to Wildlife Habitat Management

- 16 Approaches to Wildlife Habitat Management
- 17 Pine-Hardwood Forests: Harvest Operations and Impacts
- 18 Pine-Hardwood Forests: Regeneration Operations and Impacts
- 19 Pine-Hardwood Forests: Mid-Rotation Operations and Impacts
- 20 Hardwood Forests and Streamside Management Zones
- 21 Agricultural Ecosystems
- 22 **Exam #3**

Part IV: Species Surveys

- 23 White-tailed Deer
- 24 Wild Turkey
- 25 Bobwhite Quail
- 26 Amphibians and Reptiles
- 27 Endangered Species and Endangered Habitats
- 28 Habitat Alteration: Ozone Disturbances
- 29 Thanksgiving Recess, No Classes
- 30 Habitat Alteration: Atmospheric Deposition
- 31 Habitat Alteration: Global Climate Change

32 **FINAL EXAM (Exam #4)**

*The contents of this syllabus may be altered during the course as deemed necessary by the Instructor.

Lab Schedule

<u>Week #</u>	<u>Topic</u>
1	Wildlife Foods – Preferred and Staple Species in the Southeastern U.S.
2	Community Diversity Assessment – Simpson and Shannon Wiener Diversity Indices
3	Ecosystem (Soil) – Texture, Water Holding Capacity, and Fertility Assessments
4	Ecosystem (Nutrient Cycling) – Nitrogen Mineralization Assessment
5	Ecosystem (Productivity) - NPP and Standing Biomass Assessments
6	Landscape – Edge, Fragmentation, and Connectivity Assessments
7	Lab Practical #1
8	Review Lab Practical #1 Habitat Quality – Site Index Assessments
9	Food Resources – Nutrition Assessments (Part I)
10	Food Resources – Nutrition Assessments (Part II)
11	Cover Resources – Vegetation Structure Assessments (Part I)
12	Cover Resources – Vegetation Structure Assessments (Part II)
13	Water Resources – Quality and Quantity Assessments
14	Synthesis - Habitat Suitability Index Models Assessments
15	Lab Practical #2

Course Update Request (Add, Delete, Modify)

Originator

 Biology
College

 College of Arts and Sciences
Department

 Zot, Henry
Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 BIOL 4666 Evolutionary Genomics
Prefix Number Course Title

This course covers the techniques by which genome sequences and genome functions are analyzed. This course also examines topics in evolutionary genomics such as comparative genomics, evolution of duplicate genes, evolution of genome structure and organization, evolution of protein function, and evolution of gene expression.

Course Catalog Description

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

Prerequisites

BIOL 3621

Corequisites
Rationale

This has been a popular Special Topics course for Biology Majors. The learning outcomes of the proposed course are essential to meet a new departmental curriculum assessment instrument.

Planning Info

-
- Library Resources are Adequate
-
-
- Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments
 TEAC Approval Required

College Approvals

Zot, Henry [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

Syllabus

Lecture: Days, Time, Location

Instructor: Dr. Leos Kral (office: Rm. 145A Biology Building)
email address lkral@westga.edu
Note: Best way to contact me is by email.

Office Hrs: Monday:
Tuesday:
Wednesday:
Thursday
Friday:

Text: Evolutionary Genomics and Proteomics
by Mark Pagel and Andrew Pomiankowski (editors)

Web Site: <http://www.westga.edu/~lkral/>
This web site contains links to this syllabus and the WebCT site which contains additional course content, a course calendar, study guides, grade book and discussion area.

Note: Should any changes be made to this syllabus during the semester (such as changes in due dates, exam dates, or topics), these will be posted on the web site calendar, announcements and/or discussion area. It is your responsibility to log in at least once every other day.

Objectives: At the completion of this course students will be able to

1. understand how genomics research is carried out.
2. apply relevant laboratory/computational methodologies to answer questions about various aspects of genome evolution.
3. list and describe the various processes by which genomes evolve.
4. demonstrate knowledge and understanding of principles of neutral and adaptive evolution of genomic sequences.

Lecture Topics: Sequential topic listing of text based material for first portion of course.

1. Introduction (Chapter 1)
2. Technical Foundations of Genomics (handouts)
3. Origins of New Genes (Chapter 3)
4. Lateral Gene Transfer (Chapter 4)
5. Evolution of Genomic Expression (Chapter 5)
6. Evolution of Proteome Complexity and Diversity (Chapter 6)
7. Genomic Redundancy and Dispensability (Chapter 7)

8. Genome Defense (Chapter 7)
9. Sex-Biased Genomic Expression (Chapter 9)
10. Sex Chromosome Origins and Evolution (Chapter 10)
11. Molecular Signatures of Adaptive Evolution (Chapter 11)
12. Human Evolutionary Genomics (Chapter 13)

The remainder of the course (if time permits) will be based on discussion of research articles dealing with evolutionary genomics. Copies of articles will be provided as pdf files on WebCT.

Software will also be utilized for the evolutionary analysis of DNA sequence information obtained from the instructor as well as publicly accessible databases.

Exam Schedule:
Exam 1:
Exam 2:
Final Exam:

Writing Assignments:
1) Lecture summaries (Group I-A; WTL Exercise)
2) Editing of lecture summaries (Group I-B; WTL Exercise)
3) Essay type exams (Group I-B; WTL/WTC Exercise)
3) Lab report on DNA sequence evolution exercise (Group II-WTC Assignment)

Group code explanations: <http://www.westga.edu/~wac/wacfacultyinfo.htm>

Due dates will be given at the time these exercises are assigned.

Grading:
Two hourly exams will be given during assigned class times during the semester and one final exam will be given during finals week. All three exams will cover lecture material from the text, lecture, and any research papers we may discuss. The final exam will only cover material presented after the second exam, but note that material is cumulative in nature. These exams will be of a "short answer/essay" type format. Students are expected to take all exams. All exams will only be given at the scheduled times on the scheduled days. Missed exams will be assigned a score of 0 points. It is recognized that emergency situations can occur where missing an exam is unavoidable. What constitutes an emergency situation is at the discretion of the instructor. Therefore, check with the instructor ahead of time to see if your situation qualifies. With proper documentation of the instructor approved emergency situation, a makeup exam can be taken. This option only pertains to the two hourly exams. The final exam can only be made up if the student qualifies for a grade of I (incomplete) under the university guidelines.

Each hourly exam (including the final exam) is worth 100 points.

Because this is a WAC course, a number of writing assignments will be incorporated. These assignments fall into two categories (see above). Writing to Learn (WTL) and Writing to Communicate (WTC). Only the WTC assignments will be formally graded by the instructor. Points will be given for the successful and on-time completion of the WTL only assignments.

All weekly lecture summaries will be worth 100 points in total. Each weekly summary will be worth 100 points/(# of weekly summaries assigned). Note that you can not receive points for writing a summary if you were not in class for that lecture.

All weekly lecture summary edits will be worth 100 points in total. Each weekly edit will be worth 100 points/(# of weekly edits assigned). Note that you can not receive points for editing a summary if you were not in class for that lecture and did not write a summary.

First draft of the lab report will be worth 75 points.

Final lab report will be worth 25 points.

Note that you will not be able to write the lab report if you were not in class for the lab exercise. Attendance for the lab exercise is mandatory and this exercise can not be made up.

Your final grade in this course will be calculated from the exam scores and all writing/editing assignments according to the following formula:

$$\% \text{grade} = (\text{Exam1} + \text{Exam2} + \text{Final Exam} + \text{Summary points} + \text{Editing points} + \text{Draft Lab report points} + \text{Final Lab report points})/600$$

Cheating will **not** be tolerated. Any student caught cheating will receive a grade of 0 points on that exam/assignment and that exam/assignment grade will not be dropped from the calculation of the course average. An F grade for the course may also be assigned at the instructor's discretion.

There will be **no** extra credit assignments so **don't** ask.

This course can **not** be converted to honors credit.

Please Note: Grades are assigned on the basis of what you know as evaluated by exams and for writing assignments completed. If you have personal issues which prevent you from coming to class or studying, and subsequently, you do poorly on the exams and/or can not complete writing assignments, you are not entitled to a higher grade than your scores warrant due to hardship. If you can not devote the necessary time to this course, you should reduce your course load. It is better to do well over a longer period of time rather than badly in a shorter period of time.

Grading Scale: Percentage of all possible points:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = less than 60%.

How to Approach this Course:

1. Come to class and pay attention. Listen for what is being emphasized.

2. Read the text book and PowerPoint slides. While these are informative they do not always provide sufficient explanatory detail. This detail will be provide during lecture. Be sure to take careful notes.
3. Don't just memorize but strive to **understand**. As much as possible ask yourself questions such as "why does this work ", "how does this work", "what are the relationships between x and y", etc. Visualize processes understanding their purpose and mode of action. Basically, just keep in mind that "knowing" something means "understanding and comprehending". It does not mean memorizing a bunch of words.
4. Ask questions. If something is not clear, **ask**. Utilize office hours, ask during, and/or outside of class (but not before class), utilize the web based discussion area, or send me email (lkral@westga.edu).
5. Form study groups to explore the material.
6. Spend time studying and **keep up**. For best effect you should study **at least 2 hours** for each class period within a day of the class period. Studying for a few hours or even all night just before an exam is not sufficient to do well, or perhaps, even to pass the course.

Etiquette Rules:

1. Do not carry on a conversation while lecturing is in progress. This is both rude and disruptive to others.
2. Do not eat during class - the rustling of wrappers is disruptive to others.
3. Come to class and lab on time.
4. Turn off or silence your beepers and cell phones.
5. Do not bring children to class.

Communication:

- All official communications from the University and from this instructor will be sent to your MyUWG email address. It is expected that you will access your email through the MyUWG portal on a daily basis. If I need to communicate with you personally about this course, I will do so by sending you email to your MyUWG account. Failure to read my emails will not be an excuse if a lack of response from you results in a lower grade in this course.
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Course Update Request (Add, Delete, Modify)

Originator	College of Arts and Sciences	Zot, Henry
Biology College	Department	Originator

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

Course Details						
BIOL	4733	Nutrition				
Prefix	Number	Course Title				
<p>Biology 4733 is a general science course for science majors. This course provides a basic understanding of the fundamentals of human nutrition and builds from what biology majors already know about physiology, biochemistry and general biology. It uses a scientific approach to apply the logic of sciences in understanding the individual's nutrition concerns. The course provides students information needed to analyze and modify the individual's diet so that they are prepared to make decisions about health and nutrition. Emphases are placed on digestion, absorption and functions of carbohydrates, proteins, fats, nucleic acids, vitamins, minerals, water, and accessory nutrients. This course also integrates energy balance, weight control, health, diseases, metabolism, and cultural diversity. This course is only for those who have learned metabolic pathways and chemistry, which set it apart from the lower level core curriculum course, Biology 1014.</p> <p>Course Catalog Description</p>						
3	0	3	Fall - 2009	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

Prerequisites	Corequisites
BIOL 3513, CHEM 2411, or BIOL 4503	

Rationale
This course has been popular as a Special Topics course for Biology Majors. The learning outcomes of the proposed course are essential to meet a new departmental curriculum assessment instrument.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 25	<input type="checkbox"/> TEAC Approval Required

College Approvals
Zot, Henry [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

BIOLOGY 4733 §01 HUMAN NUTRITION SYLLABUS
Fall, 2008 MWF, 11:00 – 11:50 a.m.

Professor: Dr. Joseph William Huff	Office Phone: (678) 839-4027
Office: Biology Rm. 202	FAX: (678) 839-6548
Office Hours: Mondays – Fridays, 10:00 – 11:00 and 1:30 – 2:30, by appointment or first-come, first-served without appointment	e-mail: jhuff@westga.edu Do not email me through WebCT

Requirements: textbook, Large Scantron (#229633) test forms, willingness & determination to read, learn and work.

Textbook: **Nutrition Now, 5th edition** by Judith Brown with CD-ROM and Info Trac. Wadsworth Publishing Company. ISBN 0-534-62325-5

Course Description: Biology 4733 is a general science course for science majors. This course provides a basic understanding of the fundamentals of human nutrition and builds from what biology majors already know about physiology, biochemistry and general biology. It uses a scientific approach to apply the logic of sciences in understanding the individual's nutrition concerns. The course provides students information needed to analyze and modify the individual's diet so that they are prepared to make decisions about health and nutrition. Emphases are placed on digestion, absorption and functions of carbohydrates, proteins, fats, nucleic acids, vitamins, minerals, water, and accessory nutrients. This course also integrates energy balance, weight control, health, diseases, metabolism, and cultural diversity. This course is only for those who have learned metabolic pathways and chemistry and sets it apart from the lower level core curriculum course, Biology 1014.

Learning Outcomes:

- Provide a background in basic fundamentals of human nutrition
- Provide the student with the ability to analyze and interpret nutritional data
- Enhance the skills of the student to identify facts, assumptions and false claims
- Teach the student how to make predictions
- Provide knowledge about nutritional needs in developmental, growth, pregnancy, and aging.

Student Performance Objectives:

- Read their assignments **before coming to class**
- Participate in class discussions
- **Academic dishonesty will not be tolerated.** You are expected to adhere to the highest standards of academic integrity and honesty. If not, you will receive a grade of zero on the assignment and be given an "F" in the course. Any student found involved in academic dishonesty either directly or indirectly is subject to

disciplinary action. **Academic dishonesty is well defined in the Student Handbook.**

EXPECTATIONS:

- 1) This is an upper level course. I expect that you have had at least passed BIOL 3513 (Physiology), CHEM 2411 (Organic Chemistry I) or BIOL 4503 (Biochemistry). Having had taken them all would make this course much easier.
- 2) Read the assigned materials prior to attending class. Extra credit pop quizzes will be used to encourage keeping up with the material.
- 3) Following a lecture, reread the assigned materials pertaining to that lecture and supplement your lecture notes.
- 4) I expect you to participate during class. **By becoming an active member of the class, your learning experience will be enhanced, my teaching experience will be enhanced, and the class will be fun for you and for me.**
- 5) I expect everyone to earn an "A" in this course. I will do everything possible to assist you in achieving this mark; however, you will get what you earn. **Everyone will begin the class with an "A"; it is up to you to maintain that "A."**
- 6) Ringing cell phones are disruptive and rude. Unless you have a dependent family member or are on call for work, turn your ringer OFF.

Exams: Students are responsible for all information assigned, presented or discussed (i.e., lecture material, assignments, announcements, etc.). Attendance at all exams is mandatory. Generally, lectures will parallel each chapter. **The syllabus is subject to change during the course;** therefore, the dates for the lectures and exams shown on the course schedule are **tentative**. The exams will be in a multiple choice, matching, true/false format. The exams will assess your knowledge of pertinent facts, your grasp of terminology, your ability to integrate the knowledge with knowledge learned in other biology and chemistry courses, and your understanding and application of the key concepts. Pop quizzes are for extra credit (one point toward your final grade per pop quiz) to encourage attendance and preparation. There will be **no make-up exams unless arrangements are made in advance and the excuse can be documented** (doctor's excuse, accident report, obituary in the event of death in the family).

During tests, students will not be allowed to leave the room for any reason, including going to the restroom, sharpening a pencil, getting a drink of water, etc. In other words, students are expected to come to the exam fully prepared. Bring a large Scantron test form #229633 and sharpened pencils. During tests, cell phones may not be worn. Exams are not given back to students. Students may review their tests in my office and challenge the score on any assignment or exam within one week of receiving the grade.

Final Exam: The Final Exam will be comprehensive, open book and optional. If you are satisfied with your grades from the three hourly exams, your dietary analysis (research) assignment, you may opt out of the final. If you choose to take the final, your grade will be an average of your three exams, research report and the final exam (see HOW TO CALCULATE YOUR GRADE below).

Grading: Strictly enforced, no curving nor extra credit except for pop quizzes. Computerized item analysis will be conducted to discard poorly worded questions, questions with high difficulty (< 30% class correctness) and poor discrimination between high and low scorers.

HOW TO CALCULATE YOUR GRADE

For those taking the Final, your grade is calculated as follows:

$(\text{Test 1, \%}) \times 0.2 + (\text{Test 2, \%}) \times 0.2 + (\text{Test 3, \%}) \times 0.2 + (\text{Diet analysis report and charts, \%}) \times 0.2 + (\text{Final Exam, \%}) \times 0.2 + \text{pop quiz points} = \text{Course Grade}$

For those not taking the Final, your grade is calculated as follows:

$(\text{Test 1, \%}) \times 0.25 + (\text{Test 2, \%}) \times 0.25 + (\text{Test 3, \%}) \times 0.25 + (\text{Diet analysis report and charts, \%}) \times 0.25 + \text{pop quiz points} = \text{Course Grade}$

PLEASE NOTE GRADING SCALE

89.45-100%	A
79.45-89.44%	B
69.45-79.44%	C
59.45--69.44%	D
< 59.45%	F

Course Schedule (Revised September 10, 2008)

DATE	TOPIC	Chapters
Aug 18	Administrative tasks, How to Run Your Research Project, Key Concepts & Terms	1
Aug 20	*Last Day of Drop/Add is August 21 Inside Story About Nutrition and Health	1 - 2
Aug 22	Nutrition and Health Maintenance for Adults of All Ages	31
Aug 25	Ways of Knowing About Nutrition	3
Aug 27	Understanding Food and Nutrition Labels	4
Aug 29	Nutrition, Attitudes, and Behavior	5

Sept 1	Labor Day: No Class	
Sept 3	What's a Healthful Diet?	6
Sept 5	Sugars, Starches and Fiber	12
Sept 8	Proteins and Amino Acids	15
Sept 10	Fats and Cholesterol in Health	18
Sept 12	Vitamins (Water Soluble)	20
Sept. 15	Vitamins (Oil Soluble)	20
Sept 17	Catch-up day	
Sept 19	Exam 1 Bring Large Scantron Form	1 - 6, 12,15,18,20, 31
Sept 22	How the Body Uses Food Calories, Food, Energy and Energy Balance	7 8
Sept 24	Minerals	23
Sept 26	Minerals (Continued)	23
Sept 29	The Highs and Lows of Body Weight	9
Oct 1*	Weight Control, Myths, Realities; the Story of Fattero Joe	10
Oct 3	Eating Disorders *Dietary analysis report is due	11
Oct 6	Alcohol: The Positives and Negatives (this lecture goes well beyond the book chapter)	14
Oct 8	Vegetarian Diets Last day to withdraw with a grade of "W"	16
Oct 9 - 10	Fall Break: No classes	
Oct 13	Food Allergies	17
Oct 15	Nutrition and Heart Disease	19
Oct 17	Diet and Cancer	22
Oct 20	Catch-up Day	
Oct 22	Exam 2 Bring Large Scantron Form	7-11,14,16 - 17,19,22 - 23
Oct 24	Dietary Supplements and Functional Foods	24
Oct 27	Water (this lecture goes well beyond the book chapter)	25
Oct 29	Nutrient-Gene Interactions in Health and Disease	26
Oct 31	Nutrition and Physical Fitness	27
Nov 3	Nutrition and Physical Performance	28
Nov 5	Catch-up Day	

Nov 7	Pregnancy, Breastfeeding and Infancy	29
Nov 10	Pregnancy, Breastfeeding and Infancy	29
Nov 12	Childhood through Adolescence	30
Nov 14	Phytochemicals and Genetically Modified Food	21
Nov 17	Diabetes Now	13
Nov 19	Food Safety and Aspects of Global Nutrition	32, 33
Nov 21	Catch-up Day	
Nov 24	Exam 3 Bring Large Scantron Form	21, 24 - 30, 32 - 33
Nov 26-30	Thanksgiving Recess (No Class)	
Dec 1	(Last day of Class) Entertaining Lecture, Free food & drinks, Course Evaluation & Tips for Final Exam	
Dec 3 & 5	No Class	
Monday, Dec 8	Final Exam: 11:00 a.m. – 1:00 p.m. Open Book, Open Notes	Cumulative Final

BIOL 4985 - Human Nutrition

Course Update Request (Add, Delete, Modify)

Originator	College of Arts and Sciences	Huff, Joseph
Biology College	Department	Originator

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

Course Details					
BIOL	4734	Neuroscience			
Prefix	Number	Course Title			
<p>Biology 4734W is an upper level Writing across the Curriculum (WAC; see below) science course. This course will provide an understanding of human neuroanatomy, physiology, and pharmacology of the nervous system and its voluntary and autonomic target and sensory organs. Other topics will include cognition, neural disorders and disorders of movement. Students taking this course should have passed BIOL 3513 (Physiology), CHEM 2411 (Organic Chemistry I) or BIOL 4503 (Biochemistry).</p> <p>Course Catalog Description</p>					
3	0	3	Fall - 2009	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
Students taking this course should have passed BIOL 3513 (Physiology), CHEM 2411 (Organic Chemistry I) or BIOL 4503 (Biochemistry).	

Rationale
This has been a popular Special Topics course for Biology Majors. The learning outcomes of the proposed course are essential to meet a new departmental curriculum assessment instrument.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 24	<input type="checkbox"/> TEAC Approval Required

College Approvals
Zot, Henry [REJECTED] <hr/> Chair, Course Department
Overfield, Denise [REQUIRED] <hr/> Associate Dean, College of Arts and Sciences

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

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

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

BIOL 4734 § 01W Neuroscience Syllabus
Fall, 2008 T,R 3:30 – 4:45 p.m.

Professor: Dr. Joseph William Huff	Office Phone: 678.839.6547
Office: Biology Rm. 202	FAX: 678.839.6548
Office Hours: Mondays – Fridays, 10:00 – 11:00 and 1:30 – 2:30, by appointment or first-come, first-served without appointment	e-mail: jhuff@westga.edu

Requirements: ebook, access to internet and a word processor with spell and grammar check, Three large Scantron test forms (#229633; 100 question/page), willingness & determination to read, write, learn and participate.

Textbook: Brain Facts A PRIMER ON THE BRAIN AND NERVOUS SYSTEM, SOCIETY FOR NEUROSCIENCE.

THIS E-BOOK IS FREE AT:

[HTTP://APU.SFN.ORG/CONTENT/PUBLICATIONS/BRAINFACTS/INDEX.HTML](http://APU.SFN.ORG/CONTENT/PUBLICATIONS/BRAINFACTS/INDEX.HTML) This book is a starting point for an understanding of neuroscience. Any good anatomy and physiology book would also suffice and you are welcome to borrow one from my office for use in the building. Student presenters will research the Internet to prepare up-to-date presentations and electronically distribute their PowerPoint or other notes one week prior to their presentation.

Course Description: Biology 4734 is an upper level science course. This course will provide an understanding of human neuroanatomy, physiology, and pharmacology of the nervous system and its voluntary and autonomic target and sensory organs. Other topics will include cognition, neural disorders and disorders of movement. Students taking this course should have passed BIOL 3513 (Physiology), CHEM 2411 (Organic Chemistry I) or BIOL 4503 (Biochemistry).

Learning Outcomes:

With the successful completion of this course, a student will be able to:

- compare and contrast human neuroanatomy and neurophysiology of the brain, spinal cord and target organs.
- describe the autonomic nervous systems.
- describe neurological diseases and how they are diagnosed and treated.
- compare and contrast classes of drugs, their affects on different classes of receptors, and the responses of target tissues.
- use written format to communicate technical information to a technical audience.

Student Performance Objectives:

- Read the class assignment(s) and prepare their presentations or papers before coming to class.
- Participate in class presentations, discussions and critiquing.
- Be academically honest. Any student found involved in academic dishonesty, either directly or indirectly, is subject to disciplinary action of an "F" in the assignment or in the course. For other related issues, be sure to read the Honor Code in the Student Handbook.
- Learn to use writing as a way to learn and communicate
- Learn how to write effectively
- Learn to improve your writing skills.

Course Structure:

This course has two modes: Half is a traditional Professor-led lecture course on the basics of neuroscience. The rest involves student presentations on neurological disorders and diagnostic techniques with student audience discussions and student critiques of the speakers.

For half of the course, Dr. Huff will lecture using PowerPoint, the chalk board, animations, movies and models. You will need to bring your PowerPoint course notes (supplied on WebCT Vista, listen and take notes on it or on paper during class. Lecture content will be covered on tests. During the first half of the course, *one test and two WAC assignments will be made: the first is in class after Lecture 1, a WAC Group I Category A WTL (1-2 paragraph) assignment. The second is a 2 page (single or double spaced; not over 2 pages) WAC Group II WTC term paper with at least 2 Journal references in a consistent reference style. The outline and draft will be marked up but not graded, and the final 2 page paper (hard copy and Word, WordPerfect or rtf document file) will be graded.* Term paper grading will be based on communication of the subject covered and must meet UWG's English Department's Essay Grading Criteria for Out-Of-Class Essays (for these guidelines, see http://www.westga.edu/~engdept/writing/grading_criteria_for_out-of-class_essays.html).

For the student lead portion of the course, each student will give one 20 – 30 minute (PowerPoint or other) *WAC Group I Category B or C WTL* presentations on a neuronal pathway or neurological disorder using the e-book and supplementary (textbook, publication, internet, chalkboard, animations, movies and models, etc.) information.

Student peers will summarize the presentations and critique them as *WAC Group I Category A and B WTL* activities (* in center column of Course Schedule below). Individual students will be pre-selected for *WTL grading* on given days based on a lottery using a (fair) randomized sorted class roster (UWG Student Numbers, email addresses, first name, middle name, last name, etc.) but not pre-announced. *In other words, not all students will be graded for summarizing/critiquing each day, but all will participate each day.*

Summarizing/critiquing each day is useful practice for WAC WTL summarizing/critiquing, and for studying. The best summaries will be photocopied as study sheets for each exam.

Ringling cell phones are disruptive and rude. Unless you have a dependent family member or are on call for work, turn your ringer OFF.

Exams: Students are responsible for all information presented and discussed (i.e., lecture material, assignments, announcements, etc.). Attendance at all exams is mandatory. The

course schedule and test content is subject to change during the course; but the dates for the exams shown on the course schedule are accurate. There will be no make-up exams unless arrangements are made in advance and the excuse can be documented (doctor's excuse, accident report, obituary in the event of death in the family). During tests, cell phones may not be worn. Bring a large Scantron test form #229633 and sharpened pencils. Exams are not given back to students. Students may review their tests in the instructor's office and challenge the score on any assignment or exam in writing within 5 business days of receiving their grade. On WAC assignments, I welcome mediation over a grade with the UWG Writing Center within one week of your receiving the grade.

Exams will be in a multiple choice, matching or true/false format. The exams will assess your knowledge of pertinent facts, your grasp of terminology, your ability to integrate the knowledge, and your understanding and application of the key concepts. Test 1 will be given near mid-term before the last day to withdraw with a W; Test 2 will be given before Thanksgiving break; with about two weeks of teaching remaining before finals.

Final Exam: Test 3/Final exam will be optional and a 50:50 mixture of last of term material and (fairly easy to remember) comprehensive final questions. **If you are satisfied with your grades from the two hourly exams, your presentation, and your WTL assignments and your WTC (term paper) assignment, you may opt out of the Test 3/Final. If you choose to take the Test 3/Final, your grade will be an average of your three exams, research report, WTL assignments, WTC assignment and the final exam (see HOW TO CALCULATE YOUR GRADE below).**

Grading: Strictly enforced, no curving and no extra credit. Computerized item analysis will be conducted on exams to discard poorly worded questions (i.e., questions with < 30% correctness and poor discrimination between high and low scorers). Written WAC assignments will be graded with emphasis on spelling, grammar and communication skills (50%) and comprehension of the subject matter researched, learned in presentations, or the e-book (50%). Presentation Grades will be based on the instructor's evaluation (Was the presentation electronically distributed to the instructor at least 5-7 days before the presentation?, Did the student practice with the instructor at least one day beforehand?, Did the student understand the material at a Junior or Senior Biology level? Did the student pronounce the words correctly? Did the student communicate effectively? Could the student answer questions adequately? Was the presentation spell and grammar checked?), tempered with feedback from the critiques by peers.

HOW TO CALCULATE YOUR GRADE:

For those taking Test3/Final, your grade is calculated as follows:

$(\text{Test 1, \%}) \times 0.16667 + (\text{Test 2, \%}) \times 0.16667 + (\text{Test 3/Final \%}) \times 0.16667 + (\text{WTC assignment, \%}) \times 0.16667 + (\text{WTL assignment average}) \times 0.16667 + (\text{Presentation Grade, \%}) \times 0.16667 = \text{Course Grade.}$

For those not taking Test3/Final, your grade is calculated as follows:

$(\text{Test 1, \%}) \times 0.2 + (\text{Test 2, \%}) \times 0.2 + (\text{WTC assignment, \%}) \times 0.2 + (\text{WTL assignment average}) \times 0.2 + (\text{Presentation Grade, \%}) \times 0.2 = \text{Course Grade.}$

89.45-100%	A
79.45-89.44%	B
69.45-79.44%	C
59.45--69.44%	D
< 59.45%	F

Course Schedule:

DATE	TOPIC / WTL* or WTC** assignment / Test #	Presenter(s)
August 19	Administrative business, What is a WAC course? Neuroscience Course Organization, and Introduction: How we read and write, and listening and speaking. *First WAC WTL in class (First short paragraphs, written in class).	Dr. Huff
August 21	Neurotransmitters, second transmitters and their targets: Types of cholinergic receptors, cholinergic agonists and cholinergic antagonists Last Day of Drop/Add is August 21	Dr. Huff
August 26	Neurotransmitters and their targets: Types of cholinergic receptors, cholinergic agonists and cholinergic antagonists and uses (continued).	Dr. Huff
August 28	The neuron	Dr. Huff
September 2	Labor Day Holiday: No Class	
September 4	Neurotransmitters and their targets: Types of adrenergic receptors, agonists and antagonists and their uses (continued). ** (Optional) outline of WTC Term paper is Due (will not be graded, but will keep you on task)	Dr. Huff

September 9	Must know neuro	Dr. Huff
September 11	*Biogenic Amines, agonists and antagonists; Other neurotransmitters and their targets	Dr. Huff
September 16 – 18	Sensory and motor pathways **First Draft of 2 page WTC Term paper is due Sept 18 (will be marked up but not graded). Sensory (facial and spinal) vs motor (pyramidal and extrapyramidal) pathway.	Dr. Huff
September 23 – 25	Parkinson's disease Dr. Huff: The autonomic nervous systems: Sympathetic and parasympathetic	Student 1 Dr. Huff
September 30	Dr. Huff: The autonomic nervous systems: Sympathetic and parasympathetic (Continued)	Dr. Huff
October 2	Test 1: Bring Scantron & pencils (Neurotransmitters – Sensory and motor pathways)	
October 7	The central nervous system	Dr. Huff
October 8	Last day for a W is October 8	
October 9 - 12	Fall Break: No Classes	
October 14	Sensation and perception: <u>vision, hearing & equilibrium</u>	*Dr. Huff & Student 2
October 16	Sensation and perception: <u>Meniere's disease, migraine</u>	Student 3 & Student 4
October 21	Sensation and perception: <u>Taste</u> and smell pathways	Student 5 & Student 6
October 23	Disorder(s) affecting taste and <u>smell</u> . **2 page WTC paper is Due	Student 7 & Student 8
October 28	Sensation and perception: Touch and <u>pain</u> pathways	Student 9 & Student 10
October 30	Disorder(s) causing deep pain (except migraines) and diagnosis and treatment. Disorder(s) causing sharp pain and diagnosis and treatment	Student 11 & Student 12
November 4	Learning and memory	Student 13 & Student 14
November 6	Movement and disorders of movement (also, see Challenges: <u>multiple sclerosis, Huntington's & Tourette's syndromes</u> near end of e-book).	Student 15 & Student 16
November 11	Test 2 (CNS – Parkinson's disease – Nov 6 lectures) Bring Scantron & pencils	

November 13	Stress neurotransmitters, hormones and disorders: Stomach ulcers: causes and treatment. High blood pressure: causes and treatment.	Student 17 & Student 18
November 18	Challenges (<u>Alzheimer's disease</u> , strokes, brain trauma and learning disorders) Pick a topic	Student 19 & Student 20
November 20	Cerebral Palsy Narcolepsy	Student 21 & Student 22
November 25	Neurological imaging	Student 23 & Student 24
November 26 - 30	Thanksgiving Break: No Class	
December 2	Other diagnostic techniques or treatments	Dr. Huff
December 4	Course Evaluations	
Thurs Dec 11	Final Exam 2:00 – 4:00 p.m. Bring Scantron & pencils (10% Nov 13 – Dec 2 lectures; 90% comprehensive)	

Course Update Request (Add, Delete, Modify)

Originator

 Foreign Languages
College

 College of Arts and Sciences
Department

 Angelo, Adrienne
Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 FREN 4250 Translation
Prefix Number Course Title

An introduction to the theory and practice of translation. Intensive practice in the translation of texts in French and representative of various academic disciplines.

Course Catalog Description

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

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites
Rationale

This course is not required for the major, and, the French faculty would like to delete this course from the program.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Schmidt, Gary [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Course or Program Addition, Deletion or Modification Request

Department: Geosciences College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title B.S. Degree with a Major in Earth Science Hours: / / Lecture/Lab/Total

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

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

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

RECEIVED
V/PAA
2009 JAN 14 AM 10:28

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



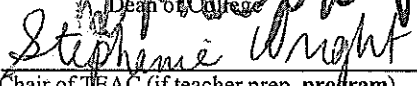
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

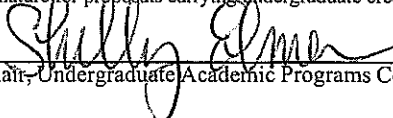
Present or Projected Enrollment: 2 (Students per year) Effective Date*: Fall / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	10-03-08		
Department Chair	Date	Department Chair (if cross listed)	Date
	11-03-08		
Dean of College	Date	Dean of College (if cross listed)	Date
	11-24-08		
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).

	1/13/09		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Proposal

B.S. Degree with a Major in Earth Science (For Certification in Secondary Education)

RATIONALE:

The Department of Geosciences proposes an overhaul of the BS degree in Earth Science in order to accommodate the following changes in the landscape of Earth Science teaching in Georgia:

1. New lower-division courses in education (EDUC 2110, 2120, 2130) mandated by the Professional Standards Commission *BoR*
This degree program now includes these courses, and deletes obsolete courses.
2. Modification of the technology proficiency requirements for pre-service teachers
This degree program embeds technology proficiency within the degree program, and thus exempts the MEDT 3401 course that satisfies the technology proficiency requirement
3. Creation of a new set of Georgia Performance Standards for Earth Systems Science
The new GPS radically redefine the teaching of earth science at the secondary level, taking an Earth Systems approach. This broader, systems-centered approach to the geosciences necessitated a realignment of content courses in this major.

PROGRAM CHANGES:

1. *Changes to professional certification courses:* *BoR*
Addition of EDUC 2110, 2120, 2130; SPED 3715 — meets new ~~PSC~~ requirements
Deletion of CEPD 2102 and SEED 2271 (superceded by additions above)
2. *Technology proficiency:*
Removal of MEDT 2401
Addition of GEOL 2002 (Computing in Geosciences)
The Department of Geosciences completed the necessary paperwork, in collaboration with the Department of Media and Instructional Technology, to declare the BS in Earth Science as a “technology embedded” program. We demonstrated that a student completing this program would possess the necessary skills to effectively develop and use instructional technology as well as technology related to analysis in the geosciences. Therefore, MEDT 3401 is not required for students in the Earth Science program.
3. *Changes to content area courses:*
Realignment of content courses engages students in the three main areas of Earth Systems Science (1) the Solid Earth; (2) the Earth’s Surface; and (3) Earth History. In addition, the Geology of Georgia course (GEOL 4203) serves as a content capstone for students in this program, and all Earth Science majors will now complete a directed independent research project.

a. Solid Earth courses:

6-10 credit hours, at least 4 of which must be from the courses designated by **:

**	GEOL	3014	Mineralogy	4
**	GEOL	3004	Field Geo/Geol Mapping	4
	GEOL	3042	Optical Mineralogy	2
	GEOL	3024	Igneous/Metamorphic Pet.	4

GEOL	3053	Sedimentary Pet.	3
GEOL	4033	Stratigraphy/Geochron.	3

These courses provide students with a fundamental understanding of solid earth processes (plate tectonics, rock formation, geologic processes)

b. Earth Surface courses:

6-10 credit hours from this list, at least 3 of which must be from the courses designated by **:

**	GEOG	4700	Global Environ.Change	3
**	GEOG	3713	Meteorology	3
	GEOG	3563	Intro Remote Sensing	4
	GEOL	4083	Environmental Geochem.	3
	GEOL	4093	Risk Assessment	3
	GEOL	4003	Geomorphology	3

These courses provide students with a fundamental understanding of the processes that shape the Earth's surface, including ocean-atmosphere interactions, surface waters, and climate change.

c. Earth History courses:

One course from the list below:

GEOL	4024	Paleontology	4
GEOL	4103	Dinosaurs	3

These courses teach students about the history of life on Earth and the relationship between the biota and the planet through time.

d. Capstone:

The Geology of Georgia course has long served as a capstone for the Earth Science program, and it will continue to do so. This course synthesizes all aspects of Georgia's geologic systems through time, and provides students with several opportunities to see Georgia's geology first-hand.

e. Independent Research:

Geology majors are required to complete a directed independent research project, and this requirement has been added to the Earth Science major for the first time. More than half of our Earth Science majors over the past 5 years have elected to complete an independent research project, usually related to science pedagogy or public awareness of geologic issues. These projects have been successful enough to warrant creating a universal requirement for such engaged scholarship.

SUMMARY:

The proposed revision to the BS in Earth Science will both meet the requirements of the Professional Standards Commission and create a degree program that is well matched to the professional expectations for teaching Earth Systems Science in Georgia's high schools. In addition, graduates of this program are well-prepared to teach Environmental Science in high school (another recent addition to the Core Science course set in grades 9-12). In order to accommodate the necessary changes, the program has increased to 126 credit hours, in line with other teacher certification programs. The BS in Earth Science retains the rigor for which our previous program was justly celebrated, while broadening the focus to encompass an Earth Systems approach to the geosciences.

Earth Science BS - Proposal for 2009

Semester Course & No.	Hrs. Req.	Hrs. Comp.	Hrs. Rem.	Semester Course & No.	Hrs. Req.	Hrs. Comp.	Hrs. Rem.
Core Areas A,B,C,D, E				Requirements for the Major			
ENGL 1101	3			Lower Division Courses	18		
ENGL 1102	3			EDUC 2110 (Crit-Contem Issues)	3		
MATH 1113 (Pre-calculus)	3 of 4			EDUC 2120 (Sociocult Persp)	3		
Area B-1 Inst. Priorities	3			EDUC 2130 (Learn. & Teaching)	3		
Area B-2 Inst. Priorities	1			GEOL 2503 (Oceanography)	3		
Fine Arts from list	3			GEOL 2002 (Comp. Geosci.)	2		
Humanities from list	3			ASTR 2313 & 2313L (Astron.)	4		
(Area D must have Option II)							
Lab Science I	4			Earth Science Content	23		
Lab Science II	4			Solid Earth Courses ¹	6-10		
Math 1634 (Calculus)	3 of 4			Earth Surface Courses ²	6-10		
HIST 1111 or 1112	3			Earth History Courses ³	3-4		
HIST 2111 or 2112	3			GEOL 4203 (Geol. GA)	3		
POLS 1101	3			Independent Research	1-2		
Social Science from list	3						
Area A-E Total	42			Secondary Certification	25		
Area F				SPED 3715 (Intro Special Ed.)	3		
GEOL 1121+1121L	4			CEPD 4101 (Ed. Psyc.)	3		
GEOL 1122+1122L	4			SEED 4271 (Curriculum)	3		
CHEM 1211K	4			SEED 4242 (Instr. Strat.)	4		
CHEM 1212K	4			SEED 4284 (Internship)	9		
MATH 1634	1 of 4			SEED 4289 (Intern. Seminar)	3		
MATH 1113	1 of 4						
Area F Total	18			Earth Science Major	66		
Total Core	60 Hrs.			Total Semester	126		

¹Solid Earth
choose 6-10 hours

Students take at least one course designated by **

** GEOL	3014 Mineralogy	4
** GEOL	3004 Field Geo/Geol Mapping	4
GEOL	3042 Optical Mineralogy	2
GEOL	3024 Igneous/Metamorphic Pet.	4
GEOL	3053 Sedimentary Pet.	3
GEOL	4033 Stratigraphy/Geochron.	3

²Earth Surface
choose 6-10 hours

Students take at least one course designated by **

** GEOG	4700 Global Environ.Change	3
** GEOG	3713 Meteorology	3
GEOG	3563 Intro Remote Sensing	4
GEOL	4083 Environmental Geochem.	3
GEOL	4093 Risk Assessment	3
GEOL	4003 Geomorphology	3

³Earth History
choose 3-4 hours

Students choose one:

GEOL	4024 Paleontology	4
GEOL	4103 Dinosaurs	3

UNIVERSITY OF WEST GEORGIA
B.S. Degree with a Major in Earth Science
(For Certification in Secondary Education)
Department of Geosciences
2009-2010

Student Name: _____ New or Transfer (Circle One)
 Student ID Number: _____ Transfer from: _____
 Advisor Name: _____ Date major declared: _____

The student must complete the following before the B.S. in Earth Science will be awarded.

Core Curriculum Requirements (60 hrs.)

See the University of West Georgia Catalog for specific courses fulfilling Core Requirements

Core Areas A, B, C, D, E (42 hrs):

Area A must have MATH 1113 or higher
 Area D must have Option II and MATH 1634

Area F (18 hours):

GEOL 1121/1121L + GEOL 1122/1122L (8 hours)
 CHEM 1211K + CHEM 1212K (8 hours)
 MATH 1113 Precalculus (1 of 4)
 MATH 1634 Calculus (1 of 4)

Total Core Hours: 60

Requirements for the Major (66 hrs.)

Lower Division Courses (18 hrs.)

Critical & Contemporary Issues	3	EDUC 2110
Sociocultural Perspectives	3	EDUC 2120
Learning & Teaching	2	EDUC 2130
Oceanography	3	GEOL 2503
Astronomy	4	ASTR 2313 & 2313L

Secondary Certification (25 hrs.)

Intro to Special Education	3	SPED 3715
Educational Psychology	3	CEPD 4101
Curriculum & Technology	3	SEED 4271
Instructional Strategies	4	SEED 4242
Teaching Internship	9	SEED 4284
Internship Seminar	3	SEED 4289

Earth Science Content Courses (must sum to 23 total hours)

Solid Earth Courses	6-10	see list below ¹
Earth Surface Courses	6-10	see list below ²
Earth History Courses	3-4	see list below ³
Geology of Georgia	3	GEOL 4203
Directed Problems	1-2	GEOL 4082

Specific courses fulfilling content areas —

¹Solid Earth (6-10 hours; students take at least one course designated by **)

**	GEOL 3014	Mineralogy	4
**	GEOL 3004	Field Geo/Geol Mapping	4
	GEOL 3042	Optical Mineralogy	2
	GEOL 3024	Igneous/Metamorphic Pet.	4
	GEOL 3053	Sedimentary Pet.	3
	GEOL 4033	Stratigraphy/Geochron.	3

²Earth Surface (6-10 hours; students take at least one course designated by **)

**	GEOG 4700	Global Environ.Change	3
**	GEOG 3713	Meteorology	3
	GEOG 3563	Intro Remote Sensing	4
	GEOL 4083	Environmental Geochem.	3
	GEOL 4093	Risk Assessment	3
	GEOL 4003	Geomorphology	3

³Earth History (3-4 hours; students choose one)

	GEOL 4024	Paleontology	4
	GEOL 4103	Dinosaurs	3

Acceptance of this contract: I, the undersigned student, have read, and I understand, (a) the requirements for the University of West Georgia Core Curriculum listed in the current Undergraduate Catalog, (b) the specific requirements for the Bachelor of Science degree listed in the current Undergraduate Catalog; and (c) the course requirements listed in this contract.

(Signature of Student)

Date

(Signature of Advisor)

Date

(Signature of Department Chair)

Date

Earth Science BS - Proposal for 2009

Semester Course & No.	Hrs. Req.	Hrs. Comp.	Hrs. Rem.	Semester Course & No.	Hrs. Req.	Hrs. Comp.	Hrs. Rem.
Core Areas A,B,C,D, E				Requirements for the Major			
ENGL 1101	3			Lower Division Courses	18		
ENGL 1102	3			EDUC 2110 (Crit-Contem Issues)	3		
MATH 1113 (Pre-calculus)	3 of 4			EDUC 2120 (Sociocult Persp)	3		
Area B-1 Inst. Priorities	3			EDUC 2130 (Learn. & Teaching)	3		
Area B-2 Inst. Priorities	1			GEOL 2503 (Oceanography)	3		
Fine Arts from list	3			GEOL 2002 (Comp. Geosci.)	2		
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HIST 1111 or 1112	3			Earth History Courses ³	3-4		
HIST 2111 or 2112	3			GEOL 4203 (Geol. GA)	3		
POLS 1101	3			Independent Research	1-2		
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GEOL 1122+1122L	4			SEED 4271 (Curriculum)	3		
CHEM 1211K	4			SEED 4242 (Instr. Strat.)	4		
CHEM 1212K	4			SEED 4286 (Internship)	9		
MATH 1634	1 of 4			SEED 4289 (Intern. Seminar)	3		
MATH 1113	1 of 4						
Area F Total	18			Earth Science Major	66		
Total Core	60 Hrs.			Total Semester	126		

¹Solid Earth
choose 6-10 hours

Students take at least one course designated by **

** GEOL 3014 Mineralogy	4
** GEOL 3004 Field Geo/Geol Mapping	4
GEOL 3042 Optical Mineralogy	2
GEOL 3024 Igneous/Metamorphic Pet.	4
GEOL 3053 Sedimentary Pet.	3
GEOL 4033 Stratigraphy/Geochron.	3

²Earth Surface
choose 6-10 hours

Students take at least one course designated by **

** GEOG 4700 Global Environ.Change	3
** GEOG 3713 Meteorology	3
GEOG 3563 Intro Remote Sensing	4
GEOL 4083 Environmental Geochem.	3
GEOL 4093 Risk Assessment	3
GEOL 4003 Geomorphology	3

³Earth History
choose 3-4 hours

Students choose one:

GEOL 4024 Paleontology	4
GEOL 4103 Dinosaurs	3

Course Update Request (Add, Delete, Modify)

Originator

Political Science and Planning
College

College of Arts and Sciences
Department

Mbaye, Heather
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

POLS 4406 British Politics
Prefix Number Course Title

This course analyzes the politics of the United Kingdom, investigating the Norman roots of British politics. It focuses on the evolution and functioning of the current political system and the institutional structure of Britain. We discuss who has the power and how it is used. The course also addresses the interplay between a unitary state structure and regionalism in Scotland, Wales, Northern Ireland, and England, as well as cultural and political identity in those regions.
Course Catalog Description

3	0	3	Spring - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

POLS 1101

Corequisites

Rationale

British politics is the foundation for our own, and is thus an important part of political science, taught at many universities in the country. It is critical both for students who wish to go on to graduate studies and those who wish to go to work (whether in government or in some related field). Studying the politics of the United Kingdom of Great Britain and Northern Ireland presents an opportunity for students to learn about institutional structures and policies within a context that is different from, but not totally foreign to, their own experiences. It has been popular both with students in the political science department and with secondary education majors in the two summer sessions in which the course has been taught. The course has also been taught in the USG's Summer Study Abroad Program. UWG has not had a regular semester course in this area due to faculty constraints; however, the recent departmental hire allows for the expansion of courses in this area.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Comments

Enrollment is per section, not annual, since the class will be taught biennially.

TEAC Approval Required

College Approvals

Schaefer, Robert [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

British Politics
Dr. Heather A. D. Mbaye
Summer 2007, 10:00am-12:15pm
Office hours: daily from 12:15 to 1:15
Pafford 130, (678)839-4988, hmbaye@westga.edu

This course explores the political systems of the United Kingdom. It explores basic issues of political arrangements, political parties, and the challenges faced by each nation.

The course draws comparisons concerning the interaction of political institutions, conflicts, actors, and processes across regions in Britain, as well as within the UK as a whole. Topics include issues such as how governments are formed, what the role of political parties is, and how policy is made, among others. The course utilizes a variety of teaching techniques, including lectures, small group work, and oral presentations by students.

This course is part of the Writing Across the Curriculum requirement for all students in the College of Arts and Sciences. Thus, it will emphasize writing assignments. Writing is a valuable learning method ("writing to learn") as well as a tool for communication ("writing to communicate"). Some writing assignments will help students learn course content, while others will help students learn to communicate that content.

Outcomes and Goals:

Students will demonstrate on examinations and in a critical thinking term project:

- in-depth summarization of politics in the United Kingdom of Great Britain and Northern Ireland
- a synthesis of knowledge of a topic in British politics (through your research project)
- the application of the basic concepts, historical development, and policy making processes in Britain and Northern Ireland
- assessment of policy and institutional options in British Government

Grading:

A total of 450-500 points will be available.

-Three exams worth 100 points each will consist of a short answer section (short, three to four sentence IDs) and essay questions. These are writing to communicate activities.

-A research project (including an 8-10 page research paper) will be worth 150 points. The research assignment will be discussed further in class. The research paper is a writing to communicate activity. However, there will be a writing to communicate component to this in that each student must complete an annotated bibliography, worth 50 points.

- Additional points may be distributed at the discretion of the Professor. Generally speaking, this means pop-quizzes, in class writing responses (writing to learn activities), and homework assignments.

Term research project:

Students will be required to write an 8-10 page term paper, which will account for 100 points (this is a formal writing assignment and fulfills the writing to communicate component of the

WAC course). The annotated bibliography prior to the paper will be worth 50 points (this is a formal assignment as well). The topic will be defined in concert with the Professor, during individual meetings with students, in the first week of the course. The paper is to be a formal research paper: thesis driven, with citations and a bibliography. I have extremely high expectations on the quality of the paper and each of you should understand that grammatical and spelling errors, as well as poor organization, incorrect information, insufficient or poor sources, and unsupported theses will result in a reduced grade. All papers should be *carefully* edited.

Attendance and Participation:

Attendance is compulsory. Let me repeat: **ATTENDANCE IS MANDATORY. ONE** unexcused absence is allowed. Beyond that, *each subsequent unexcused absence will result in a one half letter grade reduction in your grade. A failing grade will result if you miss enough classes, even if you do "A" work. There are NO EXCEPTIONS.*

Excused absences are possible *only when you speak with me prior to a necessary absence*. If you are ill and unexpectedly must miss class (or you have a car accident on the way to Carrollton or the like), you must leave a message on my office phone or send an email **provide proof**.

Forgetting to sign in cannot be substantiated. If you must miss class, you are responsible for getting any notes, assignments, or other information. Any absence that must be excused after the fact **MUST** be excused on the day you return to class. No exceptions will be made to this rule.

Only a doctor's note or a note from the health center will be considered proof of illness; if you are ill enough to miss class you need a medical professional.

You must be **on time** to class. If you arrive after I call the roll, you are considered tardy, and every three tardies will count as one unexcused absence (unless you are tardy for an excused purpose and I know you may be late. "I couldn't find a parking place close to Pafford" is not a valid excuse.)

Participation is absolutely necessary. However, participation must be prefaced with knowledge of the material. To that end: **do your reading prior to arriving in our classroom**. I would like to avoid pop quizzes if at all possible; however, if I suspect that students are arriving unprepared, I will give quizzes – every day if necessary. Pop quizzes and in-class assignments will be given particularly when attendance is poor.

Plagiarism, fabrication, and cheating:

It is university policy that plagiarism, fabrication, and cheating are not allowed. Cheating is using information obtained in forbidden ways during an examination, including furnishing that information to another student. Cheating will result in a zero on the examination. Fabrication is intentionally falsifying facts to support your conclusions. Fabrication will result in a failing grade on the assignment. Finally, plagiarism is "the purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and information obtained from another person without giving credit to the person from whom such information was obtained. Further, inclusion of the published or unpublished writings of another person without duly noting these sources according to normal scholarly procedures shall be considered plagiarism. The above definition of academic misconduct applies equally to improper

use of electronic sources of information and opinion” (Faculty Handbook, State University of West Georgia, August 2004, page 75).

If you plagiarize even a single sentence from another person, you will fail this course.

Required texts:

Budge, Ian et al. (2007). *The New British Politics*, fourth edition.

June 5	Chapter 1	Context of British Politics
June 6	Chapter 2-3	Industrialization and new challenges
June 7	Chapter 4-5	Constitution and the Executive
June 8	Chapter 6-7	Executive branch and bureaucracy
June 9	Chapter 8-9	Britain and Europe Paper topic Due
June 12	Chapter 10-11	The Celtic fringe and Devolution
June 13	Chapter 12-13	Local politics and pressure groups
June 14	Chapter 14-15	The mass media Elections and voting
June 15		Midterm Exam
June 16	Chapter 16-17	Political parties and ideologies
June 19	Chapter 18-19	Parliament and the Law Annotated Bibliography due
June 20	Chapter 20-21	Internal and external security
June 21	Chapter 22-23	Foreign policy and environmental policy
June 22	Chapter 24-25	Economic and Social Policy
June 23	Chapter 26-27	Equal Opportunity and New Labour PAPER DUE
June 26	Chapter 28-updates	Future of British Politics
June 27		Final exam

Course Update Request (Add, Delete, Modify)

Originator

Political Science and Planning
College

College of Arts and Sciences
Department

Peralta, Jesus
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

POLS 4409 Democracy and Democratization
Prefix Number Course Title

This course analyzes the concept of democracy and the process of democratization around the world. First, we will discuss the range of definitions of democracy, and some of the difficulties associated with the concept and its measures. Second, we will examine how key regime characteristics lead to different modes of democratic transitions, and we will identify the key determinants of democratic consolidation. Finally, we will study the process of democratic erosion and breakdown through the experiences of Germany, Chile, Russia, and other cases around the world. At the end of the course, students will be able to identify the conceptual dimensions of democracy and its empirical indicators, summarize the central problems that plague transition and consolidation processes, and synthesize the key findings and conclusions about democratization.

Course Catalog Description

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

Prerequisites

POLS 1101, POLS 3401

Corequisites

Rationale

Democracy is a fundamental concept in political science; and democracy in practice is fundamental to the protection of human rights and political liberties. Studying the concept of democracy, how democracies emerge and evolve, and the perils of democratic erosion provides students with the opportunity to learn about the means to ensure the realization of justice, equality, and other important principles and mechanisms of popular control over governments. UWG has not offered this course in the past, but the faculty's expertise in this subject allows for an opportunity to offer it.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments

TEAC Approval Required

College Approvals

Schaefer, Robert [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

University of West Georgia
Fall 2008
POLS 4409
Democracy and Democratization
Meets: MWF 01:00 pm - 01:50 pm Pafford 107

Dr. J. Salvador Peralta
Office: Pafford 121
Office Hours: T-T 8am – 12 pm, or by appointment
Office Phone: 678-839-4993
Email: jperalta@westga.edu

LEARNING OUTCOMES AND OBJECTIVES

This course analyzes the concept of democracy and the process of democratization around the world. First, we will discuss the range of definitions of **democracy**, and some of the difficulties associated with the concept and its measures. Second, we will examine how key regime characteristics lead to different modes of democratic **transitions**, and we will identify the key determinants of democratic **consolidation**. Finally, we will study the process of **democratic erosion and breakdown** through the experiences of Germany, Chile, Russia, and other cases around the world. At the end of the course, students will be able to identify the conceptual dimensions of democracy and its empirical indicators, summarize the central problems that plague transition and consolidation processes, and synthesize the key findings and conclusions about democratization.

COURSE REQUIREMENTS:

Attendance: You cannot participate, contribute, and learn if you are not in class. Therefore, attendance is a requirement and students are allowed 4 absences ONLY. **Students who miss more than 4 lectures will incur a penalty worth 10% of their Final Grade.** Please be aware that I make no distinction between excused and unexcused absences.

Participation: The structure of weekly class sessions will include a mixture of lectures, discussions, small group activities, and in-class debates. So please come to class prepared and ready to participate in whatever activities are planned for the session. **Class participation will be worth 10% of the Final Grade.** Participation entails writing 10 (ten) 2-page article summaries, attending class, joining in-class debates, and being prepared with questions and comments about the material. The two-page summaries are due every Monday.

Exams: There will be two exams during the semester, **each worth 20% of the Final Grade.**

Make up Exams: All make-up exams will be in the format of three essay questions. To receive full credit on a make-up exam ALL students must provide written documentation of the illness or emergency that precluded their attendance on the exam date. Anyone unable to provide written documentation will receive half credit.

Research Paper: You are required to write a research paper for this course. **The research paper is worth 50% of the Final Grade.** To ease anxiety over completion of this requirement, it is divided into several steps, which are detailed below. Since at this stage your ability to gather and analyze empirical evidence is limited, this research paper will be designed to help you summarize, synthesize, and evaluate existing research. That is, you will ask a relevant question and review the theoretical and empirical evidence that others have produced to answer it. Thus, the final draft of your paper will be a Literature Review.

Grade Calculation – Grades will be calculated as follows:

No.	Requirements	Page Count	Due Date	% Grade Value
1	Summaries (10)	2 each	Weekly	10
2	Exam 1	10	Friday, September 5	20
3	Research Question Proposal	2	Friday, September 19	10
4	Annotated Bibliography	5	Friday, October 3	5
5	Lit Review: First Draft	15	Friday, November 7	10
6	Peer Review	2	Friday, November 14	5
7	Lit Review: Final Draft	20	Friday, December 5	20
8	Final Exam	10	Friday, December 12	20

Please note that **NO curves** or adjustment of scores will be made. Extra credit will be awarded for attendance to special events such as lectures, films, community events, etc.

Additional information about the exams, reading summaries, literature review, and other coursework will be discussed as the semester progresses.

REQUIRED TEXTS:

There are no required texts for this course. Instead, all reading materials are available online, through the library's databases (JSTOR, etc.), course reserves, or under "files" in myUWG.

E-MAIL COMMUNICATION:

The only official method of communication via e-mail is through your campus e-mail account (MyUWG). Please do not send me email from other email clients (e.g. hotmail, yahoo, etc) because I will not answer email messages not communicated through MyUWG.

PLAGIARISM AND ACADEMIC HONESTY:

All assignments for this course must be your own original work. Research sources must be properly cited and acknowledged. The University of West Georgia has a Code of Academic Honor that will be followed in this course. Suspected violations of the Code will be subject to disciplinary action according to the University policy.

CLASSROOM POLICIES

1. Please turn off all electronic devices (cell phones, etc.) prior to entering class.
2. Please arrive on time.
3. Please do not read newspapers, sleep, or work on material for other courses during class.
4. Since we will deal with controversial issues, it is vital to the success of this class to maintain an atmosphere of mutual respect. Thus, personal attacks will not be tolerated.
5. **Students who have learning disabilities or other documented issues should see me immediately so that we can make appropriate arrangements to help them meet the course requirements.**

CLASS SCHEDULE

Aug. 10 – 15: Introduction to the course and each other –

Part I: The Concept of Democracy

Aug. 18 – 22:

What is Democracy? And How to measure it?

Schumpeter, Joseph A. 1942. *Capitalism, Socialism, and Democracy*. New York: Harper and Row, pp. 250-283.

Dahl, Robert A. 1971. *Polyarchy: Participation and Opposition*. New Haven: Yale University Press, pp. 1-16.

Beetham, David. 1999. *Democracy and Human Rights* London: Polity Press, pp. 1-29.

Larry Diamond and Leonardo Morlino. 2004. "The Quality of Democracy: An Overview." *Journal of Democracy* 15(4):20-31.

Donnelly, Jack. 1999. "Human Rights, Democracy, and Development." *Human Rights Quarterly* 21(3): 608-32.

Jagers, Keith and Ted Robert Gurr. 1995. "Tracking Democracy with Polity III Data." *Journal of Peace Research* 32 (4): 469-82.

Polity IV Project: Political Regime Characteristics and Transitions, 1800-2006
Freedom House. "Freedom in the World 2008: Survey Methodology"

Aug. 25 – 29:

What is not Democracy?

Schmitter, Philippe and Terry Lynn Karl. 1991. "What Democracy Is . . . and Is Not" *Journal of Democracy* 2(3): 75-89.

Levitsky, Stephen, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism" *Journal of Democracy* 13(2): 51-65.

Elklit, Jørgen and Palle Svensson. 1997. "What Makes Elections Free and Fair?" *Journal of Democracy* 8(3): 32-46.

Schedler, Andreas. 2002. "The Menu of Manipulation" *Journal of Democracy* 13(2): 36-50.

Sep. 01 – 05:

Exam Review

Monday September 1, 2008 – Labor Day – No Class

Friday, September 05, 2008 – TAKE HOME EXAM 1 Due

Sep. 08 – 12:

Research Design Primer

Sartori, Giovanni. 1991. "Comparing and Miscomparing." *Journal of Theoretical Politics* 3(3): 243-257.

Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method" *American Political Science Review* 65(3): 682-93.

W. Phillips Shively. 2004. "The Importance of Dimensional Thinking." In W. *The Craft of Political Research* 6th edition. Upper Saddle River: Prentice Hall, pp. 30-38.

Goertz, Gary. 2006. "Structuring and Theorizing Concepts" In *Social Science Concepts: A User's Guide*. Princeton UP, pp. 27-67.

Sep. 15 – 19:

Research Design Primer

Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2: 131-150.

On Puzzles –

Lijphart, Arend. 1996. "The Puzzle of Indian Democracy" *The American Political Science Review* 90(2): 258-268

Franklyn, Mark N. 2002. "Voter Turnout Puzzles"

Friday, September 19 – Research Question Proposal Due

Part II: Transitions to Democracy and Democratic Consolidation

Sep. 22 – 26:

Transitions to Democracy

Rustow, Dankwart. 1970. "Transitions to Democracy." *Comparative Politics* 2: 337-363.

Epstein, David and Bates, Roberts. 2006. "Democratic Transitions." *American Journal of Political Science* 50(3): 551-569.

Carothers, Thomas. 2002. "The End of the Transition Paradigm." *Journal of Democracy* 13(1): 5-21.

White, Stephen. 2003. "Rethinking Postcommunist Transition." *Government and Opposition* 38(4): 417-435.

Michael McFaul. 2002. "The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World." *World Politics* 54 (1): 212-44.

Bunce, Valerie. 2003. "Rethinking Recent Democratization: Lessons from the Postcommunist Experience." *World Politics* 55(1): 167-192.

Sep. 29 – Oct. 03:

The Breakdown of Authoritarian Rule: Actors and their Strategies

Linz, Juan J., and Alfred Stepan. 1996. *Problems of Democratic Transitions and Consolidation: Southern Europe, South America and Post-Communist Europe*. Baltimore: John Hopkins University Press, pp. 66-83.

McFaul, Michael. 2005. "Transitions from Postcommunism." *Journal of Democracy* 16(3): 5-19

Lohmann, Susanne. 1994. "The Dynamics of Informational Cascades: the Monday Demonstrations in Leipzig, East Germany, 1989-1991." *World Politics* 47: 42-101.

Friday, October 3, 2008 – Annotated Bibliography Due.

Oct. 06 – 10:

Modes of Transition and Democratic Consolidation

Munck Gerardo L. and Carol S. Leff. 1997. "Modes of Transition and Democratization: South America and Eastern Europe in Comparative Perspectives." *Comparative Politics* 29(3): 343-362

Linz and Stepan. The Implications of Prior Regime Type for Transition Paths and Consolidation Tasks." In *Problems of Democratic Transition and Consolidation*. Baltimore: John Hopkins UP, pp. 55-65

Di Palma, Giuseppe. 1990. *To Craft Democracies*. Berkeley: University of California Press, pp. 137-155.

Schedler, Andreas. 1998. "What is Democratic Consolidation?" *Journal of Democracy* 9(2): 91-107

Nodia, Ghia. 2002. "The Democratic Path." *Journal of Democracy* 13(3): 13-19.

Wednesday, October 8, 2008 – Last day to withdraw with a grade of W

Part III: Democratization and (some of) its Problems

Oct. 13 – 17:

The Military – Torturer – Genocide Problem

- Osiel, Mark. 2000. "Why Prosecute? Critics of Punishment for Mass Atrocity" *Human Rights Quarterly* 22(1): 118-147.
- Kohn, Richard H. 1997. "How Democracies Control the Military." *Journal of Democracy* 8(4): 140-153
- Barany, Zoltan D. 1999. "Controlling the Military: A Partial Success." *Journal of Democracy* 10(2): 54-67.
- Taylor, Brian D. 2001. Russia's Passive Army: Rethinking Military Coups. *Comparative Political Studies* 34(8): 924-952.

Oct. 20 – 24:

Institutional Design: Constitutional Design

- Lijphart, Arendt. 2004. "Constitutional Design for Divided Societies." *Journal of Democracy* 15(2): 96-109.
- Lijphart, Arendt. 1992. "Constitutional Choices for New Democracies." *Journal of Democracy* 2(1):
- Gavison, Ruth. 2002. What Belongs in a Constitution? *Constitutional Political Economy* 13: 89-105.
- Brancati, Dawn. 2004. "Can Federalism Stabilize Iraq?" *Washington Quarterly* 27(2): 7-21.

Oct. 27 – 31:

Institutional Design: Electoral System and Elections

- Birch, Sarah. 2007. "Electoral Systems and Electoral Misconduct." *Comparative Political Studies* 40(2):1533-1556.
- Persson, Torsten, Guido Tabellini, and Francesco Trebbi. 2003. "Electoral Rules and Corruption" *Journal of the European Economic Association* 1(4): 958-989
- Carothers, Thomas. 1997. "The Rise of Election Monitoring: The Observers Observed," *Journal of Democracy* 8(3): 17-31.
- Calingaert, Daniel. 2006. "Election Rigging and How to Fight It." *Journal of Democracy* 17(3):138-51.
- "How to rig an election" *The Economist*, Apr 27, 2002 (29-30)

Nov. 03 – 07:

Research Design Discussion

Monday, November 03, 2008 – Peer Edit Due
Friday, November 07, 2008 – First Draft Due

Part IV: Democratic Erosion and Breakdown

Nov. 10 – 14:

Democratic Erosion: Political Culture and Civil Society

- Gibson, James. 2001 "The Russian Dance with Democracy." *Post-Soviet Affairs* 17(2): 101-128.
- Kuhlberg, Judith and William Zimmerman. 1999. "Liberal Elites, Socialist Masses and the Problem of Russian Democracy." *World Politics* 51(2): 323-58.
- Rose, Richard, Neil Munro and William Mishler. 2004. "Resigned Acceptance of an Incomplete Democracy: Russia's Political Equilibrium." *Post-Soviet Affairs* 20(3): 195-218.
- McFault, Michael A. 2004. "Russian Democracy in Eclipse." *Journal of Democracy* 15(3): 20-77.
- Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic." *World Politics* 49(3): 409-423.

Friday, November 14, 2008 – Peer Review Due

Nov. 17 – 21:

Democratic Breakdown: Institutional Breakdown

Lepsius, M. Ranier. 1978. "From Fragmented Party Democracy to Government by Emergency Decree and National Socialist Takeover: Germany." In *The Breakdown of Democratic Regimes: Europe*. Edited by Juan J. Linz and Alfred Stepan. Baltimore: Johns Hopkins University Press, pp. 34-79.

Valenzuela, Arturo. 2004. "Latin American Presidencies Interrupted," *Journal of Democracy* 15(4): 5-19.

Guzman. The Battle for Chile. **Video.**

Nov. 24 – 28:

...but the Coup will be Televised

The Revolution will not be televised. **Video**

Thanksgiving Recess – November 26-28 – No Class

Dec. 01 – 05

Final Review and Overview

Diamond, Larry. 2008. "The Democratic Rollback," *Foreign Affairs* May/April.

Puddington, Arch. 2008. "Freedom in Retreat: Is the Tide Turning?" In *Freedom in the World 2008*. Washington, DC: Freedom House.

Kaplan, Robert D. 1997. "Was democracy just a moment?" *The Atlantic Monthly* December: 55-80.

Friday, December 05, 2008 – Last day of MWF classes

Friday, December 05, 2008 – Final Draft Due

FINAL EXAM

Due by 1 pm on Friday, December 12, 2008

Course Update Request (Add, Delete, Modify)

Originator

Political Science and Planning
College

College of Arts and Sciences
Department

Dixon, Greg
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

POLS 4505 American Foreign Policy
Prefix Number Course Title

This course is designed as an upper division reading course in American foreign policy. The course will discuss the foreign policy process, a brief history of American foreign policy and its traditions, the inputs and outputs that make up foreign policy and a variety of approaches to understanding foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to be intelligent consumers of foreign policy. The course will incorporate current events in American foreign policy as a means of demonstrating the academic concepts of the course in practice.
Course Catalog Description

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

Prerequisites

POLS1101

Corequisites

Rationale

American Foreign Policy is a critical element of policy-making in the United States. American actions also have significant implications for world politics. A course in American Foreign Policy is a valuable and timely addition to the course offerings at the University of West Georgia. American Foreign Policy is a common course in political science departments at many universities. A clear understanding of Foreign Policy is an important skill for students seeking work in a variety of fields in both the public and private sector, as well as for students who pursue graduate work in political science, public policy, and planning. In the contemporary international environment, the study of foreign policy will help students to understand the role of the United States in the world as well as how global political events impact on US domestic politics. Given the significance of foreign policy in the post 9/11 period, this course would offer a valuable extension of the existing course offerings in Political Science and Planning. UWG has not offered this course in the past due to the lack of available faculty. With the addition of new faculty, we now have the opportunity to add this course to the curriculum.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Comments

A sample syllabus is attached

TEAC Approval Required

College Approvals

Schaefer, Robert [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

POLITICAL SCIENCE 4505 – AMERICAN FOREIGN POLICY

UNIVERSITY OF WEST GEORGIA

Instructor: Gregory C. Dixon Office: Pafford 119
Email: gdixon@westga.edu Office Hours: TBA and by appointment
Course Web Page: <http://www.westga.edu/~gdixon>

COURSE DESCRIPTION:

This course is designed as an upper division reading course in American foreign policy. The course will discuss the foreign policy process, a brief history of American foreign policy and its traditions, the inputs and outputs that make up foreign policy and a variety of approaches to understanding foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to be intelligent consumers of foreign policy. The course will incorporate current events in American foreign policy as a means of demonstrating the academic concepts of the course in practice.

REQUIRED TEXTS:

- Johnson, Loch K. *Seven Sins of American Foreign Policy* Pearson Publishing (ISBN: 032141585X)
- Mead, Walter Russell *Special Providence: American Foreign Policy and How It Changed the World* Routledge (ISBN: 0415935369)
- Papp, Daniel S., et al. *American Foreign Policy: History, Politics, and Policy* Pearson Publishing (ISBN: 0321079027)
- Woodward, Bob *Bush at War*, Simon and Schuster (ISBN: 978-0743244619)*
- Woodward, Bob *State of Denial*, Simon and Schuster (ISBN: 978-0743272247)*
- Dobbins, James *America's Role in Nation-Building: From Germany to Iraq*, RAND Press (ISBN: 083303460X) (This text is also available as a free download from the RAND Corporation web site)
- A number of readings will be placed on electronic reserve via the University Library
- Students are expected to subscribe to the Economist Newspaper. This will be the favored source for the current events we will use to apply the information we have learned. Student discount rates are available; go to www.economistacademic.com. The faculty ID number for Dr. Dixon is 4994. This will take you to the student subscription page. The 12 issue subscription will do for the duration of the course and is \$19.95 (as of 8/1/08). *Be sure to use the student subscription* as it is offered at a discounted rate compared to the standard subscription.

LEARNING OUTCOMES:

- Appraise the mechanics of the foreign policy process in the U.S., particularly the role of institutions within the policy process
- Assess the various factors that affect foreign policy decision-making in the U.S.
- Synthesize key theories of foreign policy
- Appraise domestic and international forces that contribute to foreign policy decisions
- Assess contemporary events in the light of a theoretical understanding of the policy process
- Synthesize the key challenges to the American Foreign policy in the early 21st century

GRADING:

- | | | |
|----------------------------|-----|----------------|
| • Mid Term Exam (Due TBA) | 30% | 90 and up% A |
| • Research Paper (Due TBA) | 40% | 80 - 89% B |
| • Final Exam (Due TBA) | 30% | 70 - 79% C |
| | | 60 - 69% D |
| | | 59 and under E |

NATURE OF THE EXAMS:

Both the mid-term and the final will be take-home essay exams. These will require you to apply the concepts learned in the course in analytical essays. The final exam will be cumulative and will require the application of material learned throughout the course.

MISSED OR LATE EXAMS:

The exams are in a take-home format and ample time is given for their completion. Students are expected to complete their

exams on time. Late exams will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or "acts of the gods". All such extensions may or may not be granted solely at the discretion of the professor.

RESEARCH PAPER:

The research paper will be written in the form of a position paper on a topic of the student's choice within the subject of American Foreign Policy. Topics should reflect the themes and concepts used in the course. The goal of this assignment is to apply the material in this course to a specific topic of real-world significance.

Papers should be 15-20 pages in length and reflect a sophisticated understanding of the realities of American foreign policy as well as comprehensive research relating to the selected topics. As part of the paper assignment, students will produce a research proposal, a literature review, and a final paper. The research proposal will be 5% of the total paper grade. The literature review will be 10% of the total paper grade. The remaining 85% of the paper grade will be from the final draft of the paper. A more detailed paper guide will be posted to the course web page during the semester.

ASSUMPTION OF ADULTHOOD:

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

CLASS PARTICIPATION:

This course is primarily a lecture course, but it is expected that students will participate in the course by asking questions when they have them. Education is not simply a one-way process. Further, the subject matter in this course is complex at times and may require clarification. Students are encouraged to ask questions regarding material in the lectures and the readings. Students are also expected to stay informed on current events as we will periodically discuss events that directly relate to the material in the course.

LATE AND MAKE-UP EXAMS AND ASSIGNMENTS:

As the exams are in a take-home format, there is no need for make-up exams. Extensions to the due date of take-home exams will be given only in the most extreme circumstances. Written documentation of all such circumstances will be required. The professor reserves the right to refuse to grant an extension of the due date even in extreme circumstances. Late exams and late papers shall be penalized one letter grade for each business day late (if due on Friday, assignments turned in on Monday are considered 1 day late.)

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation.

ATTENDANCE:

Attendance will not be taken and is not required as part of the course grade. However, this course will move very quickly and covers a large amount of material. *Attendance is vital to success in this course.* While the professor does not deduct points for missed classes, students are forewarned that missing lectures may significantly reduce their chances of success in the course. If it is necessary to miss a class, it is the responsibility of the student to get the notes from that day of class from another student in the class.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

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

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be

discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the WebCT interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:

There will be NO extra credit given in this course.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time.

At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times. Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:

All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

MODIFICATIONS TO THIS SYLLABUS:

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

COURSE SCHEDULE:

Week	Topic
Week 1	Introduction to the study of foreign policy – American Foreign Policy in the context of Political Science
Week 2	History of American Foreign Policy: Founding to the First World War
Week 3	History of American Foreign Policy: The American Century
Week 4	The institutional context of American Foreign Policy, part 1: Foreign policy in the context of American politics <ul style="list-style-type: none"> • Who has what power under the Constitution? • The role of tradition and precedent in defining power in foreign policy • Electoral politics and foreign policy
Week 5	The institutional context of American Foreign Policy, part 2: How are decisions made? What is the institutional context of Post Cold War foreign policy decision-making? <ul style="list-style-type: none"> • The role of bureaucracy: budgets, turf, and the logic of bureaucratic policy-making • The policy process • The Iron Triangle: bureaucracy, elected officials, and interest groups in the making of American Foreign Policy • Interest groups and policy: What happens when a few people care a great deal and the rest of

	us don't care at all?
Week 6	Saints and Sinners in American Foreign Policy: Idiosyncratic elements of the foreign policy process – from personality to groupthink
Week 7	Globalization and American Foreign Policy <ul style="list-style-type: none"> • America's role in the world economy • International economics and the average American
Week 8	All international politics is local. All local politics is international. American foreign policy in the age of interconnectedness <ul style="list-style-type: none"> • Education as foreign policy • Immigration as part of the Welfare State • Chinese interest rate policy and your credit card bill
Week 9	The changing nature of international security: From Clausewitz to Che and back again, with stops in Mogadishu and South Waziristan <ul style="list-style-type: none"> • Defense policy planning • Threat assessment • Civil-military relations in the US
Week 10	Nation-Building and the US: What to do and how to do it and why we should be good at it.
Week 11	Case Study of the Policy Process: The Iraq War <ul style="list-style-type: none"> • Background – Foreign policy in the 2000 election, Establishing priorities and picking a staff • The shock of 9/11 – radical shift in policy priorities
Week 12	Case Study of the Policy Process: The Iraq War <ul style="list-style-type: none"> • The real battle: Power and prestige within the Beltway • How Afghanistan affected Iraq War planning • The planning process at the Pentagon • The planning process at the State Department • The planning process at the White House
Week 13	Case Study of the Policy Process: The Iraq War <ul style="list-style-type: none"> • The War: Why the mission was accomplished • After the War: The misplaced mission
Week 14	Learning from Iraq: Assessing the Iraq war as a model for future policy planning <ul style="list-style-type: none"> • What went wrong? • How do we avoid this in the future? • Can we avoid this in the future?
Week 15	Conclusion

Course Update Request (Add, Delete, Modify)

Originator

Political Science and Planning
College

College of Arts and Sciences
Department

Dixon, Greg
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

POLS 4506 International Conflict and Conflict Management
Prefix Number Course Title

This course is about violent conflict in the international system. The course will focus on the sources of conflict in international relations and the factors that contribute to conflicts of interest escalating to violent conflict. This course will examine the types of violence in the international system (interstate war, internationalized civil war, state failure, and violence by non-state violent actors) and the steps that have been taken to reduce and eliminate armed conflict (traditional alliances, collective security, arms reduction, non-proliferation efforts, and international law). In addition, this course will explore the changing nature of violence in the international system in areas such as the privatization of military force and the increasing role of non-state violent actors in international politics.

Course Catalog Description

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

Prerequisites

POLS1101

Corequisites

Rationale

We live in a world where violence both by states and by non-state actors such as terrorist organizations fill our headlines. This course seeks to promote an understanding both of the kinds of conflicts that take place in the world and the ways in which we seek to manage and reduce conflicts in the world. International conflict is the source of many questions on the part of students in international relations courses and there is a clear demand for a course that explores these concepts in greater depth. Courses in international conflict management are frequently taught at other universities and are an important part of helping students to understand and think critically about the wider world of international relations. This course will help students to understand the powerful role that conflict plays in international politics as well as how states and non-state actors have attempted (with varying degrees of success) to reduce the levels and severity of conflict in our world. UWG has not offered this course in the past due to the lack of available faculty. With the addition of new faculty, we now have the opportunity to add this course to the curriculum.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Comments

Attached is a sample syllabus for the course.

TEAC Approval Required

College Approvals

Schaefer, Robert [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

POLITICAL SCIENCE 4506

INTERNATIONAL CONFLICT AND CONFLICT MANAGEMENT

University of West Georgia

Instructor: Gregory C. Dixon Office: Pafford 119
Email: gdixon@westga.edu Office Hours: TBA
Course Web Page: www.westga.edu/~gdixon (Online material is also available via WebCT)

COURSE DESCRIPTION:

This course is about violent conflict in the international system. The course will focus on the sources of conflict in international relations and the factors that contribute to conflicts of interest escalating to violent conflict. This course will examine the types of violence in the international system (interstate war, internationalized civil war, state failure, and violence by non-state violent actors) and the steps that have been taken to reduce and eliminate armed conflict (traditional alliances, collective security, arms reduction, non-proliferation efforts, and international law). In addition, this course will explore the changing nature of violence in the international system in areas such as the privatization of military force and the increasing role of non-state violent actors in international politics.

REQUIRED TEXTS:

- Vasquez, John A. (ed.) *What Do We Know About War?* Rowman and Littlefield (ISBN: 0847699277)
- Taras, Ray and Rajat Ganguly *Understanding Ethnic Conflict: The International Dimension* Longman Publishers (ISBN: 978-0321364807)
- Nagl, John A. *Learning to Eat Soup With a Knife: Counterinsurgency Lessons from Malaya and Vietnam* University of Chicago Press (ISBN: 978-0226567709)
- Substantial readings have been placed on electronic reserve at the University Library
- Students are expected to subscribe to the Economist Newspaper. This will be the favored source for the current events we will use to apply the information we have learned. Student discount rates are available; go to www.economistacademic.com. The faculty ID number for Dr. Dixon is 4994. This will take you to the student subscription page. The 12 issue subscription will do for the duration of the course and is \$19.95 (as of 8/1/07). *Be sure to use the student subscription* as it is offered at a discounted rate compared to the standard subscription.

LEARNING OUTCOMES:

- Analyze the development of contemporary concepts of warfare as understood in international relations (special attention to Clausewitz and Sun Tzu as contending traditions)
- Assess the origins of internationalized violent conflict in the contemporary world, with careful attention to the interaction of state and non-state violence
- Assess the origins and manifestations of ethnic conflict and other forms of conflict based on identity in the international system
- Appraise the linkages between globalization (economic, environmental, and demographic) and internationalized violent conflict
- Appraise the major ways that states and non-state actors seek to manage international conflict within the international system with special attention to traditional means such as diplomacy, alliances, and international law.
- Assess the ways in which the rise of non-state violent actors (private military companies, terrorist organizations, etc.) are being addressed by conflict management mechanisms

GRADING:

	Option 1	Letter Grades	
Midterm Exam	30%	90 and up%	A
Research Paper	40%	80 - 89%	B
Final Exam	30%	70 - 79%	C
		60 - 69%	D
		59% and under	F

NATURE OF THE EXAMS:

There are two take-home exams in this course. These exams will consist of essay questions and short answer questions. Students should expect that each of these take home exams shall be the equivalent of a 7-10 page paper in length.

MISSED OR LATE EXAMS:

The exams are in a take-home format and ample time is given for their completion. Students are expected to complete their

exams on time. Late exams will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or "acts of the gods". All such extensions may or may not be granted solely at the discretion of the professor.

RESEARCH PAPER:

The research paper will be written on a topic of the student's choice within the range of subjects discussed in the course. The goal of this assignment is to apply the material in this course to a specific topic of real-world significance. Papers should be 15-20 pages in length and reflect a sophisticated understanding of the realities of conflict in the contemporary international system as well as comprehensive research relating to the selected topics. As part of the paper assignment, students will produce a research proposal, a literature review, and a final paper. The research proposal will be 5% of the total paper grade. The literature review will be 10% of the total paper grade. The remaining 85% of the paper grade will be from the final draft of the paper. A more detailed paper guide will be posted to the course web page during the semester.

ASSUMPTION OF ADULTHOOD:

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

CLASS PARTICIPATION:

This course is primarily a lecture course, but it is expected that students will participate in the course by asking questions when they have them. Education is not simply a one-way process. Further, the subject matter in this course is complex at times and may require clarification. Students are encouraged to ask questions regarding material in the lectures and the readings. Students are also expected to stay informed on current events as we will periodically discuss events that directly relate to the material in the course.

LATE AND MAKE-UP EXAMS AND ASSIGNMENTS:

As the exams are in a take-home format, there is no need for make-up exams. Extensions to the due date of take-home exams will be given only in the most extreme circumstances. Written documentation of all such circumstances will be required. The professor reserves the right to refuse to grant an extension of the due date even in extreme circumstances. Late exams and late papers shall be penalized one letter grade for each business day late (if due on Friday, assignments turned in on Monday are considered 1 day late.)

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation.

ATTENDANCE:

Attendance will not be taken and is not required as part of the course grade. However, this course will move very quickly and covers a large amount of material. *Attendance is vital to success in this course.* While the professor does not deduct points for missed classes, students are forewarned that missing lectures may significantly reduce their chances of success in the course. If it is necessary to miss a class, it is the responsibility of the student to get the notes from that day of class from another student in the class.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

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

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class.

General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the WebCT interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:

There will be NO extra credit given in this course.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time.

At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times. Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:

All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

MODIFICATIONS TO THIS SYLLABUS:

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

COURSE SCHEDULE:

Week	Topic
Week 1	Introduction to the study of international violent conflict: The scientific study of violence in political science
Week 2	History of Warfare: Violent conflict from the hunter-gatherer age to WWI
Week 3	History of Warfare: The Age of Total War – 1914 to the present
Week 4	Thinking about war: Theory and violent conflict in international relations <ul style="list-style-type: none"> • The Realist tradition: the state of nature is a state of war • The Idealist tradition: war is diplomacy by other means • The Marxist tradition: war as exploitation and distraction • Postmodernist and Critical traditions: war is what we make of it
Week 5	The Western Way of War <ul style="list-style-type: none"> • The classical tradition: Heroism, glory, the war-band, and the citizen soldier • The modern tradition: Clausewitz, Mahan, and total war • Western War meets non-Western War: Sun Tzu vs. Clausewitz in the 20th Century
Week 6	A typology of violent conflict <ul style="list-style-type: none"> • Interstate War • Intrastate War • Conflict Short of War • Threats of violence
Week 7	Interstate War: The Causes of War <ul style="list-style-type: none"> • Why states choose to go to war

	<ul style="list-style-type: none"> • Conflict escalation • The Democratic Peace: do institutions matter in the decision to go to war? • Identity: why it's easy to kill "them"
Week 8	<p>Internationalized Civil Wars</p> <ul style="list-style-type: none"> • When domestic conflict becomes international • Contagion effects • It's no fun to be a pawn: international proxies in domestic conflict since WWII
Week 9	<p>Violent non-state actors: terrorists, rebels, and criminals</p> <ul style="list-style-type: none"> • State sponsored vs. stateless terrorism • When rebels go global • State failure as a spur to internationalized violence • Criminal networks and the use of private violence • The use of force by MNC's
Week 10	<p>Preventing War</p> <ul style="list-style-type: none"> • Collective Security • Deterrence • Interdependence and war
Week 11	<p>Regulating War: Making and breaking the rules of war</p> <ul style="list-style-type: none"> • <i>Jus ad bellum</i>: When is war legal? • <i>Jus in bello</i>: Humanitarian law in wartime • Who enforces the laws of war? Are we doomed to victor's justice?
Week 12	<p>Alternative means of resolving conflict</p> <ul style="list-style-type: none"> • International institutions as conflict managers • Mediation in international relations • Holistic solutions to conflict: the development/identity/governance nexus
Week 13	<p>21st Century Challenges</p> <ul style="list-style-type: none"> • The laws of war in the 21st century • Preemptive war against non-state actors • State failure as test of international security • Is Great Power War dead?
Week 14	<p>21st Century Challenges</p> <ul style="list-style-type: none"> • Proliferation of WMD: A rising cost of war? • Non-state actors and WMD: low probability high cost events • Globalization and conflict contagion • Thinking of war outside the moral/legal structure of the West
Week 15	<p>Conclusion</p>

Course Update Request (Add, Delete, Modify)

Originator

Economics
College

Richards College of Business
Department

Boldt, David J. (Dr.)
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

ECON 4400 Survey of Micro & Macro Econ
Prefix Number Course Title

An examination of macro- and micro economic theory is conducted to provide the student with the basic economic tools necessary for subsequent courses. The relationship between market conditions and the individual firms and aggregate aspects of economics is emphasized. Not open to undergraduate business majors.

Course Catalog Description

3.00		3.00	Fall - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites**Rationale**

Note: Course deleted because there are no plans to offer it in the future.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

TEAC Approval Required

College Approvals

Boldt, David J. (Dr.) [APPROVED]

Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator Management College	Richards College of Business Department	Runyan, Elizabeth 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					
MGNT	4330	Telecommunications Management			
Prefix	Number	Course Title			
<p>An introduction to the concepts and practices of managing business telecommunications resources. This course examines the constituencies of telecommunications from three different perspectives: the client, the designer, and the implementer. The focus of the course surrounds the role of the designer. This role involves the determination of telecommunications requirements from the client and translating these requirements to the implementer. Same as CISM 4330.</p> <p>Course Catalog Description</p>					
3	0	3	Summer - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites Prerequisite: CISM 3330 or department chair approval	Corequisites
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Rationale Cross listing this course with CISM 4330 to increase awareness that this course should be used as a MGNT Select.
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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: 50	Comments <input type="checkbox"/> TEAC Approval Required
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College Approvals
Gainey, Thomas [APPROVED]
Chair, Course Department
[]

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

Syllabus

CISM 4330/MGNT 4330 Telecommunications Management Section 01

Professor: Dr. Brad Prince

Textbook: Network+ Study Guide 4th Edition: Groth and Skandier. Sybex.
ISBN: 0-7821-4406-3

Course Description:

- This course will introduce data communications, telecommunications, networks, LANs, WANs, Enterprise Networks, and Network Equipment.
- More importantly, the course will introduce you to the business application of these technologies
- Even more importantly, the course will prepare you to take the CompTIA Network+ Certification Exam upon the completion of the course if you so desire.

Course Objectives:

Upon completion of the course, the students should be able to answer the following questions.

- What is a network?
- How does a network operate?
- What are voice and data systems?
- What are common network topologies?
- What are common business applications of telecommunications?
- How does bandwidth affect the home and office?

Prerequisites:

CISM 3330 and completed requirements for major status.

Course Policies

- You are responsible for everything that goes on in class, regardless of whether you attend or not.
- You are responsible to find out about homework assignments, due dates, and exam dates, which may change from what was previously stated in this syllabus (changes will be announced during class).
- Students with special needs or requirements are encouraged to contact me privately to discuss their needs.
- Make-up exams will only be allowed in EXTREME circumstances at the discretion of the professor.
- It is your responsibility to be active in the course and complete all assignments on time.
- The calendar for the course is available on WebCT and is subject to change. Please refer to it often for the most accurate dates.

Grading:

- The course grade will be determined on a 10-point scale. Grades will be rounded up if above "0.5".
- If you do not attend the Lab Sessions, you will automatically lose all class participation points. Therefore, the best grade you will be able to make in the class will be a "B" without the lab.

Material Percent of final grade

Exams 1-5 @ 12 Points Each	60
Class Participation & Activities	10
Final	30
Total	100

Final Notes:

- I reserve the right to modify any part of this document. Appropriate prior notice will be given to students in the event of modification.
- The State University of West Georgia Academic Honesty Policy will be enforced. You can read this policy at <http://www.westga.edu/~vpaa/handrev/207>.

Course Calendar**Week M T W R F**

1 Intro/Lab Chapter 1 Chapter 2 **Exam 1** Chapter 3
2 Chapter 4 **Exam 2** Chapter 5 Chapter 6 **Exam 3**
3 Chapter 7 Chapter 8 **Exam 4** Chapter 9 Chapter 10
4 **Exam 5** Lab Final Exam

Course Update Request (Add, Delete, Modify)

Originator	Management College	Richards College of Business Department	Runyan, Elizabeth 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					
MGNT	4350	Decision Systems Management			
Prefix	Number	Course Title			
Application of computerized models and modeling techniques to business problem solving and decision making. Topics include computer simulation, decision/executive support systems, and expert systems. Same as CISM 4350.					
Course Catalog Description					
3	0	3	Summer - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
CISM 3330	

Rationale
Cross listed - to increase options for management student to use this course as a Select in their program of study.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 45	<input type="checkbox"/> TEAC Approval Required

College Approvals
_____ Gainey, Thomas [APPROVED] _____ Chair, Course Department []

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

CISM 4350MGNT 4350 DECISION SYSTEMS MANAGEMENT

TEXTBOOK: Decision Support Systems and Intelligent Systems; 8th edition; Turban

Prerequisites: CISM 3330 and a junior level standing. It is expected that all students will be familiar with Excel, Visual Basic, and Access.

Course Description:

Application of computerized models and modeling techniques to business problem solving and decision making. Topics include computer simulation, decision/executive support systems and expert systems.

Expected Outcomes

Upon completion of the course, the students should be able to

- Define a Decision Support System. (A1, A5)
- Discuss the Decision Process. (A1, B3)
- List the components of a Decision Support System. (B2)
- Explain the importance of the user-interface components. (A1)
- Evaluate Decision Support Systems. (B2)
- Design a Decision Support System. (A3, B1)
- Define an Executive Information System. (A1, A5)
- work in team and orally present a Decision Support System (A1, B4)

Evaluation: Grades will be calculated based on the following:

Article, Assignments 25% A 90-100%

Tests 25% B 80-89%

DDS Project 25% C 70-79%

Attendance 5% D 60-69%

Audible 10% F Below 60%

Podcasting 10%

CISM 4350 – Decision Support Systems

DATE TENTATIVE COURSE OUTLINE NOTES

Introduction, Syllabus, Project, OTW

Chapter 1

Chapter 2 Article Project

Chapter 3 DSS Project

Chapter 4

Review of Chapters 1-4

Exam Chapters 1-4

Audible Initiative Instruction

Chapter 5

Chapter 6

Audible Presentation 10 Minutes

Brief Article

DSS Project 1st Brief Team project 10 Minutes
Brief Article
Discussion DSS Project
Review Final Exam
DSS Presentations Team Project 20 Minutes
Final Exam 5:30

Academic Honesty Policy

Graduate programs are designed to provide students with the greatest opportunity to learn, and to apply learning to the needs of organizations. Part of this learning process includes the review and integration of the work of others with the students' thoughts and ideas. In this graduate learning process, there is no room for plagiarism, which takes away from meaningful learning, and is unfair to the original author.

Plagiarism is an ethical violation that is not tolerated at State University of West Georgia. There are many useful online electronic resources now available to access research articles (such as Galileo), and students are encouraged to focus on learning rather than the inappropriate use of another person's work without proper citation.

Students are responsible for understanding plagiarism. In general, plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. The APA style manual has further information on plagiarism. In addition, please read the University's official statement on academic integrity and plagiarism in the catalog.

The following are some examples of what is considered plagiarism:

- * Copying of passages from works of others into an assignment, paper, discussion board posting, without acknowledgment.
- * Cutting/pasting information available on the web or online databases.
- * Using the views, opinions, or insights of another without acknowledgment.
- * Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

Addendum III

Preliminary Evaluation Report on Campus-Wide Information Technology, 2007-2008

Prepared by the 2008-2009 Technology Planning Committee

Overview

The Technology Planning (TPC) as a Faculty Senate Standing Committee has been given a charge to write an annual evaluation report on what and how information technology is available, acquired, used and supported in the campus of the University of West Georgia. The absence of available data to support the writing of an evaluation report for academic year 2007-2008 provided a need for data collection in late October 2008. The TPC believed that the data collected will serve the need of the task to be completed and as baseline for future annual evaluation reports.

TPC members assigned to collect data on specific academic and administrative units contacted appropriate representatives to provide responses to six open-ended questions focusing on acquisition, implementation, support, concerns, challenges and future plans and/or actions –

- What technology had been acquired by your unit in the last 12 months that supported student learning, faculty teaching, and administrative functions?
- How did your unit used (implemented the use) this technology?
- How is the acquisition and implementation of this technology supported (or funded)?
- Does your unit have concerns about the availability (accessibility) of technology at this university?
 - What are the challenges that your unit experiences in using and integrating technology to support teaching, research or service?
 - What are your unit's plans for future acquisition and/or deployment (implementation) related to information technology?

An additional question also asked for the individual who responded to the survey and served as source of information.

Limitations

After the data was collected in early December 2008, the TPC Chair as the designated person to review the data, attempted to make sense of the varied responses to each survey question to facilitate writing of the evaluation report. This preliminary report is a product of such an exercise managed by one person. Given the range and variety of responses to a specific question, the categories used to make sense of the data were based on the TPC chair's knowledge of information technology, higher education operations, and the University of West Georgia.

Unit Participation

At the end of December 2008, a total of thirty departments and administrative units responded to the request for survey completion (see Table 1). There were 17 academic units from Colleges of Arts & Sciences, Business and Education. Thirteen administrative units responded to the request, too.

Table 1
Number of units participating in survey completion

Academic or Administration Group	Academic	Administrative	Total
Arts & Sciences	10	--	10
Business	2	1	3
Education	5	--	5
Student Affairs	--	9	9
Development	--	1	1
Library	--	1	1
Information Tech Services	--	1	1
Total	17	13	30

It is important to note that several academic units from two colleges and school did not report any data in response to the survey. A similar situation from two primary administrative units was also observed.

Acquisition

Data used for this section is based on responses received to survey question #1: *What technology had been acquired by your unit in the last 12 months that supported student learning, faculty teaching, and administrative functions?* Given the type and amount of data received from academic and administrative units, the following categories were identified to better understand the acquisition of technology-related resources in 2007-2008:

- Hardware
- Software
- Other

These categories facilitated ease in making the frequency count of acquired resources. Based on the responses (see Tables 2A, 2B, 2C), Arts & Sciences led in the acquisition of hardware for its academic units (8) followed by Business (4) and Education (1). Also, Arts & Sciences led in acquiring software applications to support instructional activities (10) followed by Business (5) and Education (1). For other technology-related acquisition, the same pattern was observed with Arts & Sciences (25) first, followed by Business (22) and then Education (15).

Table 2A

Number of technology-related acquisition as reported by participating units from the College of Arts & Sciences, 2007-2008

Arts & Sciences	Hardware	Software	Other
Art	1	--	--
Communications	--	--	--
English & Philosophy	1	--	4
Foreign Languages & Literature	2	--	6
History	1	--	3
Music	--	3	2
Political Science & Planning	--	1	--
Psychology	1	1	2
Theater	--	4	3
University TV	2	1	5
Total	8	10	25

Table 2B

Number of technology-related acquisitions as reported by participating units from the College of Business, 2007-2008

Business	Hardware	Software	Other
Economics	2	3	9
Management	1	1	13
Dean's Office	1	1	--
Total	4	5	22

Table 2C

Number of technology-related acquisition as reported by participating units from the College of Education, 2007-2008

Education	Hardware	Software	Other
Curriculum & Instruction	--	--	2
Counseling & Ed Psychology	--	--	1
Media & IT	1	1	8
Physical Ed & Recreation	--	--	1
Special Ed & Speech Language Pathology	--	--	3
Total	1	1	15

Administrative units reported hardware as their top acquisition for academic year 2007-2008 (see Table 2D). However, other technology-related resources (19) followed as second and software (14) acquisition as third.

Table 2D

Number of technology-related acquisitions as reported by participating administrative units, 2007-2008

Administrative Unit	Hardware	Software	Other
Information Technology Services	6	3	3
Library	3	2	1
Printing & Publication	1	1	--
Admissions	1	1	1
Campus Center	1	--	2
Career Services	2	1	--
Residence Life and Student Judicial Affairs	1	--	--
EXCEL Center	2	1	3
Financial Aid	4	--	6
Health Services	2	2	--
Orientation	1	--	1
Registrar	1	--	1
Student Affairs Web & Tech	1	3	1
Total	26	14	19

Implementation

Data used for this section is based on responses received to survey question #2: *How did your unit used (implemented the use) this technology?* Given the type and amount of data received from academic and administrative units, the following categories were identified to better understand the implementation of acquired technology-related tools and resources for 2007-2008 in support of:

- Student learning
- Faculty teaching
- Faculty research
- Administrative activities
- Equipment replacement activities
- Marketing and recruitment activities
- Student services
- Other

These categories facilitated ease in making the frequency count of implementation by reporting academic and administrative units (see Tables 3A, 3B, 3C). Based on the responses, the units from the College of Arts & Sciences used their acquisition to support student learning (13), then faculty teaching (6), and finally administrative activities (4).

The College of Business similarly used their acquisition to support student learning (11) and then administrative activities (5). College of Education followed the same pattern of implementation that supported student learning (3). It also identified faculty teaching (3) as one of the areas supported.

Table 3A

Report on how technology-related acquisition supported the implementation activities in the College of Arts & Sciences, 2007-2008

Arts & Sciences	Student Learning	Faculty Teaching	Faculty Research	Administrative Services	Equipment Replacement	Marketing & Recruitment	Student Services	Other
Art	1	--	--	--	--	--	--	--
Communications	--	--	--	--	--	--	--	--
English & Philosophy	--	4	--	4	--	--	--	--
Foreign Languages & Literature	1	1	--	--	--	--	--	--
History	1	--	--	--	--	--	--	--
Music	2	--	--	--	--	--	--	--
Political Science & Planning	--	--	1	--	--	--	--	--
Psychology	4	--	--	--	--	--	--	--
Theater	2	--	--	--	--	--	--	--
University TV	2	--	--	--	--	--	--	--
Total	13	6	1	4	--	--	--	0

Table 3B

Report on how technology-related acquisition supported the implementation activities in the College of Business, 2007-2008

Business	Student Learning	Faculty Teaching	Faculty Research	Administrative Services	Equipment Replacement	Marketing & Recruitment	Student Services	Other
Economics	4	--	1	5	2	--	--	1
Management	5	1	--	--	--	1	--	--
Dean's Office	2	--	--	--	--	--	--	--
Total	11	1	1	5	2	1	--	1

Table 3C

Report on how technology-related acquisition supported the implementation activities in the College of Education, 2007-2008

Education	Student Learning	Faculty Teaching	Faculty Research	Administrative Services	Equipment Replacement	Marketing & Recruitment	Student Services	Other
Curriculum & Instruction	2	--	--	--	--	--	--	--
Counseling & Ed Psychology	1	--	--	--	--	--	--	--
Media & IT	--	3	--	1	--	1	--	--
Physical Ed & Recreation	--	--	--	1	--	--	--	--
Special Ed & Speech-Language Pathology	--	--	1	--	--	--	--	--
Total	3	3	1	2	--	1	--	--

Support

Data used for this section is based on responses received to survey question #3: *How is the acquisition and implementation of this technology supported (or funded)?* Report from the academic units (see Table 4A) inform us that many of the technology-related acquisition to support various academic and administrative activities were funded by money allocated for the department (14) followed by the Dean's office (9). Student technology fees (7) and other sources (7) were also identified as top sources for funding for academic units.

Table 4A

Sources of funding for technology-related acquisition as reported by academic units, 2007-2008

Unit	Tech Fee	Department	Dean's Office	Personal	Other
Art	1	--	1	--	--
Communications	--	--	--	--	--
English and Philosophy	--	6	1	--	1
Foreign Languages	1	1	1	1	--
History	--	1	--	--	--
Music	1	1	--	--	--
Political Science & Planning	--	1	--	--	--
Psychology	--	1	1	--	--
Theater	1	1	1	--	--
University TV	--	--	1	--	--
Economics	--	1	1	--	1
Management	--	1	1	--	--
Business Dean's Office	2	--	1	--	--
Counseling & Ed Psychology	1	--	--	--	--
Curriculum & Instruction	--	--	--	--	1
Media & IT	--	--	--	1	1
Physical Ed & Recreation	--	--	--	--	--
Special Ed & Speech-Language Pathology	--	--	--	--	3
Total	7	14	9	2	7

Survey responses from the administrative units (see Table 4B) informed us that many of the technology-related acquisition to support various activities were funded from a range of sources with department budget as primary (13) followed by RPG funds as a distant second.

Table 4B

Sources of funding for technology-related acquisition as reported by administrative units, 2007-2008

Administrative Units	Unit Budget	End-of-year funds	Lapsed salaries	Tech Fee	Income	RPG Funds	Grants	DoE
Information Tech Services	--	1	1	--	--	--	--	--
Library	1	1	--	1	--	--	--	--
Publications & Printing	1	--	--	--	1	--	--	--
Admissions	1	--	--	--	--	--	--	--
Campus Center	1	--	--	--	--	--	--	--
Career Services	1	--	--	--	--	--	1	--
Student Development Center	--	--	--	--	--	--	--	--
Residence Life & Student Judicial Affairs	1	--	--	--	--	--	--	--
EXCEL Center	3	--	--	--	--	3	--	--
Financial Aid	1	--	--	--	--	--	--	1
Health Services	1	--	--	--	--	--	--	--
Orientation	--	--	--	--	1	--	--	--
Registrar	1	--	--	--	--	1	--	--
Student Affairs Web and Tech	1	--	--	--	--	--	--	--
Total	13	2	1	1	2	4	1	1

Concerns

Data used for this section is based on responses received to survey question #5: *What are the challenges that your unit experiences in using and integrating technology to support teaching, research or service?* Major concerns identified by academic units (see Table 5A) focused on *WebCT* as learning management system, and the availability of software applications to support streaming video. Also, an improved communication between providers and users of technology-related resources was reported to be much desired. Finally, concerns about efficient and just-in-time technology support were raised by several academic units.

Table 5A
Concerns identified by academic units on technology-related activities, 2007-2008

Unit	Hardware	Software	Training	Time	Other
Art	1	--	--	--	--
Communications	--	2	--	--	--
English and Philosophy	--	1	--	--	--
Foreign Languages	--	--	--	--	2
History	--	--	--	--	--
Music	--	--	--	--	1
Political Science & Planning	--	--	--	--	--
Psychology	1	1	--	--	--
Theater	--	1	--	--	1
University TV	--	--	--	--	--
Economics	--	--	--	--	--
Management	--	--	--	--	--
Business Dean's Office	--	--	--	--	--
Counseling & Ed Psychology	--	--	--	--	2
Curriculum & Instruction	--	--	--	--	1
Media & IT	--	2	--	--	1
Physical Ed & Recreation	--	--	--	--	--
Special Ed & Speech-Language Pathology	1	1	--	--	--
Total	3	8	0	0	8

Administrative units reported a diverse range of concerns from training issues, availability of funding, adequate personnel, delivery and planning time, construction and maintenance of key infrastructures that support delivery of services, security issues, and acquisition of a specific resource (see Table 5B).

Table 5B

Concerns identified by administrative units on technology-related activities, 2007-2008

Administrative Units	Training	Funding	Staffing	Time	Infra structure	Security	Resources
Information Technology Services	1	1	--	1	1	--	--
Library	--	1	1	--	1	--	--
Publications & Printing	--	1	--	--	--	1	--
Admissions	--	--	--	--	--	--	--
Campus Center	--	1	--	--	--	--	--
Career Services	--	--	--	--	--	--	--
Student Development Center	--	--	--	--	--	--	--
Residence Life & Student Judicial Affairs	--	--	--	--	--	--	--
EXCEL Center	--	--	--	--	--	--	--
Financial Aid	--	--	--	--	--	--	--
Health Services	--	--	--	--	--	--	--
Orientation	--	--	--	--	--	--	--
Registrar	--	--	--	--	--	--	1
Student Affairs Web and Technology	--	--	--	--	--	--	--
Total	1	4	1	1	2	1	1

Challenges

Data used for this section is based on responses received to survey question #6: *What are the challenges that your unit experiences in using and integrating technology to support teaching, research or service?* Challenges involving technology-related resources (see Table 6A) identified lack of skills to take advantage of what is available by faculty and staff. A contributing factor to this challenge was the availability of appropriate just-in-time training programs and access to equipment for use and practice (e.g., Macs). Also, some of the responses pointed out that there was a lack of alignment between training programs delivered by various university units to support faculty development.

Another challenge identified expressed an issue with the delivery infrastructure for teaching and learning at a distance. It seemed that faculty “had some pretty serious issues with *WebCT* and its reliability” as stated by one unit. Also, there seemed to be conflicting perceptions about scalability applicable to course with large enrollments to other courses with a different content and characteristics.

Other challenges identified focused on appropriate classroom space and layout, continued funding for laboratory staff, timely response to software installation or equipment request, and enhanced communication between units sharing technology-related tools and resources (i.e., Macs, sound systems, PeopleSoft, email) and technology-rich facilities.

Table 6A
Challenges identified by academic units on technology-related activities, 2007-2008

Unit	Hardware	Software	Training	Time	Other
Art	1	--	--	--	--
Communications	--	--	--	--	--
English and Philosophy	--	--	1	1	1
Foreign Languages	1	--	--	--	2
History	--	--	--	--	--
Music	--	--	2	--	1
Political Science & Planning	--	--	--	--	1
Theater	--	--	--	--	1
Psychology	--	2	--	--	--
University TV	--	--	1	--	--
Economics	--	--	--	1	--
Management	--	--	--	1	--
Business Dean's Office	--	--	1	--	1
Counseling & Educational Psychology	--	--	1	--	--
Curriculum & Instruction	--	--	1	--	--
Media & Instructional Technology	1	--	--	1	1
Physical Education & Recreation	--	--	--	--	--
Special Education & Speech-Language Pathology	--	--	1	--	--
Total	3	2	8	4	8

On the other hand, challenges identified by administrative units (see Table 6B) were much more diverse ranging from issues of communication between and among units, continued availability of funds, unfilled staff positions, non-existent or limited skills among staff members, lack of planning or delivery time, users access, and limited or non-conducive work spaces constraining productivity.

Table 6B
Challenges identified by administrative units on technology-related activities, 2007-2008

Unit	Communication	Funding	Staffing	Skills	Time	Training	Users	Work Space
Information Technology Services	--	1	1	--	--	1	--	1
Library	--	--	--	--	2	--	1	1
Publications & Printing	--	--	1	--	1	--	--	--
Admissions	--	--	--	--	--	--	--	--
Campus Center	--	--	--	--	--	--	--	--
Career Services	--	--	--	--	--	--	--	--
Student Development Center	--	--	--	--	--	--	--	--
Residence Life & Student Judicial Affairs	--	1	--	--	--	--	--	--
EXCEL Center	--	--	--	--	--	--	--	--
Financial Aid	--	--	--	--	--	1	--	--
Health Services	--	--	--	--	--	1	--	--
Orientation	--	--	--	1	--	1	--	--
Registrar	--	--	--	1	--	--	--	--
Student Affairs Web and Tech	1	--	--	1	--	--	--	--
Total	1	2	2	3	3	3	1	2

Future Plans and Actions

Several academic units planned to acquire equipment and software applications to support the educational experiences of their students (see Table 7A) in the near future. Also, upgrade of laboratory facilities and replacement of have been planned. Given these future acquisitions, several responses recommended that a plan to continually replace outdated or nonfunctional computers and other hardware should be considered. Continued update and replacement of these resources should support the expansion the number of online offerings for specific academic programs as stated by more than one unit.

Table 7A

Future Plans for Technology-Related Acquisition and Implementation Activities by Academic Units, 2007-2008

Unit	Student	Faculty	Administration	Other
Art	1	--	1	--
Communications	--	--	--	--
English and Philosophy	--	--	--	--
Foreign Languages	2	--	--	--
History	--	--	--	--
Music	2	1	--	--
Political Science and Planning	--	--	--	--
Psychology	--	--	--	1
University TV	--	--	--	1
Economics	2	--	--	--
Management	3	--	--	--
Business Dean's Office	--	--	--	--
Curriculum & Instruction	2	--	--	--
Counseling & Ed Psychology	1	--	--	--
Media & IT	1	--	--	--
Physical Ed & Recreation	--	--	--	1
Special Ed & Speech-Language Pathology	--	--	--	--
Total	14	1	1	3

Administrative units reported (see Table 7B) plans to replace their aging equipment (10) in the near future. Secondly, these units planned to enhance technology infrastructures pertaining to phone systems, wireless networks, and student databases. Finally, several units would like to expand their services through acquisition of current or emerging technology.

Table 7B

Future plans for technology-related acquisition and implementation activities by administrative units, 2007-2008

Unit	Infrastructure	Expansion of Services	Hardware	Software
Information Technology Services	4	1	--	--
Library	1	2	1	--
Publications & Printing	--	--	1	--
Admissions	--	--	1	1
Campus Center	--	--	--	--
Career Services	--	--	--	--
Student Development Center	--	--	--	--
Residence Life & Student Judicial Affairs	--	--	1	1
EXCEL Center	--	--	--	--
Financial Aid	1	--	1	--
Health Services	--	--	1	--
Orientation	--	--	1	--
Registrar	--	--	2	1
Student Affairs Web and Tech	1	1	1	--
Total	6	4	10	3

Sources of Information

Data used for this section is based on responses received to survey questions #4 and 8 that asked for names of individuals who provided responses to the survey questions. The following individuals are acknowledged for their efforts in this data collection exercise to support the writing of this preliminary evaluation report.

College of Arts & Sciences: Jim Anderson, Muriel Cormican, Tommy Cox, Shelley Decker, Steve Goodson, Joey Hannaford, Tobin Hart, Randy Hendricks, Kevin Hibbard, Alan Pope, Robert Schaefer, Gary Schmidt, Amber Smallwood, and Connie Williams

College of Business: David Boldt, Thomas Gainey, Donna Joyner, Liz Runyan, and Diane Williamson

College of Education: Elizabeth Bennett, Donna Harkins, Michael Hazelkorn, Rebecca Stanard, and Bridgette Stewart

Office of the Student Affairs: Annelle Colevins, Leslie T. Cottrell, Nova Davidson, Donna Haley, Bobby Johnson, Kimberly Jordan, Wanda McGukin, Johnnie Pollard, Rebecca M. Reeves, Cheryl A. Rice, and Stephen Whitlock

University Advancement and Development: Sally Roberts

Information Technology Services: Kathy Kral

Ingram Library: Chris Huff

Conclusion

Currently, a subcommittee within TPC is putting together a campus-wide technology plan in alignment with the newly-adopted University Strategic Plan. This technology plan will replace the extended plan currently adopted by the university and scheduled for implementation in the coming academic year upon approval of the Faculty Senate.

A draft of this preliminary evaluation report was shared with TPC members last January 21st to solicit for feedback and reaction. Subcommittee members involved in writing a new technology plan agreed that the data collected and the preliminary analysis provided by the TPC chair did support some if not all the goals they identified. Many TPC members agreed that the data collection exercise provided a baseline for future conversations within the committee on campus-wide information technology acquisition and implementation activities. Others suggested that a conversation needs to be initiated with Institutional Review and Planning to align data collection efforts toward a centralized infrastructure on campus that will allow data mining by university entities (e.g., TPC) tasked with writing specific reports for accreditation and other purposes.

Finally, the TPC chair commends and appreciates committee members who initiated contact with unit representatives in order to generate this preliminary annual report that supports the thinking, conversation and work of the committee. Also, thanks are extended to individuals who provided information about their unit activities related to technology-related acquisition, implementation and issues. Any question related to this preliminary report should be addressed to the 2008-2009 TPC chair.

Danilo M. Baylen
Chair, Technology Planning (2008-2009)

January 26, 2009
Carrollton, Georgia

Addendum IV

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation

College: College of Education

RECEIVED

Current course catalog listing: (for modifications or deletions)

JAN 7 2009

Prefix Course Title Master of Education in Physical 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 Program Sheet	

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)

Master of Education in Physical Education

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: (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:

Alborah J... 11/10/08
 Department Chair Date Department Chair (if cross listed) Date

Lyons P. Gaskin 11/10/2008
 Dean of College Date Dean of College (if cross listed) Date

Stephanie Wright 1/5/09
 Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date Charles W. Clark 1-20-09
 Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

2009 JAN 23 AM 9:26
RECEIVED
 VPAA

Request to Reactivate M.Ed. in Physical Education

Rationale for Program Change/Program Sheet

Background

The teacher education faculty in the Department of Physical Education & Recreation is united in its concern about the number of undercertified/provisionally certified teachers in health and physical education settings across the state. A further concern is the lack of rigorous programs to enable these educators, as well as adult career changers and bachelor degree holders, to work toward certification in health and physical education that will enable them to be highly qualified professionals.

Stimulated by this concern, the faculty undertook a major curriculum revision effort two years ago. First, the undergraduate teacher preparation program was revised and updated to provide a more content-rich, rigorous experience for students. That program was instituted in Fall 2008. Two years ago, the M.Ed. program in Physical Education was deactivated with the intent of exploring program options and the market for the program. The goal was to update the program to respond more appropriately to that market and to changes and trends in the fields of health and physical education. The resulting reconceptualization of the structure and function of the M.Ed. degree is presented below. This program was informed by the post-degree/masters certification program in SPED; the certification/masters program with embedded field experiences in MIT; and the admissions process in CEP as well as program formats throughout the Southeast.

Focus

The focus of the reactivated M.Ed. program in Physical Education is threefold. It aims to produce graduates who will be able to:

- 1) Teach more effectively – and know how to self-monitor their professional growth by analyzing their practice and related research; to set specific goals for improving their instruction; to follow through on making changes in their instructional practices; and, finally, to reflect on the impact of those changes on students;
- 2) Impact their K-12 school culture – in ways that improve the way health and physical education are perceived and taught in those settings through modeling, outreach, sharing methods and research, presenting defensible positions related to the professional issues, and contributing to the profession through involvement with teacher preparation; and
- 3) Demonstrate professionalism and pride as health and physical educators – thus improving the image and perception of health and physical education professionals in the K-12 community and other settings.

Conceptualization of Program

As conceptualized, the reactivated M.Ed. program will consist of a core of courses that all masters' students are required to take. This core will be supplemented by areas of concentration (students choose one area of concentration). The masters' degree will require 36 graduate credits (see Figure 1).

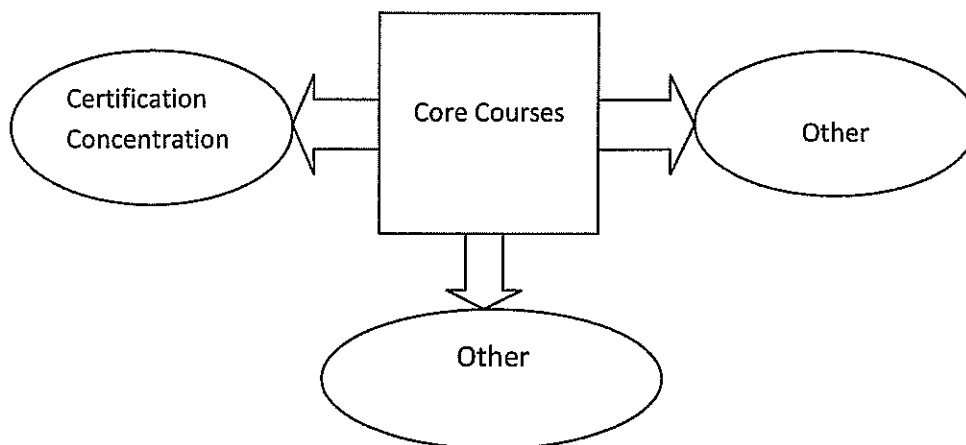


Figure 1: Core courses and concentration options

Core Courses

The core consists of five courses (15 hours) focused on the Department's goal of preparing and building effective teachers. Three courses from the deactivated curriculum have been renumbered to reflect their place in the core curriculum and sequencing of content. Objectives, course descriptions, and titles have been modified to reflect content updates. These core courses are:

- PHED 7610 Curriculum Development in Physical Education
- PHED 7620 Scientific Foundations of Exercise
- PHED 7630 Legal Issues in Physical Education & Sport.

Two new core courses were developed that also contribute to this goal of building effective teachers. These new core courses are:

- PHED 7640 Research in Health and Physical Education
- PHED 7650 Analyzing Teaching for Professional Growth.

Beyond the core courses, areas of concentration will provide different target audiences with program options, enabling individuals to reach their professional goals. While concentrations in Pedagogy, Health, and other areas are under consideration, the most urgent need and market, currently, is for a concentration that leads to K-12 teaching certification in

health and physical education. We seek approval, at this time, only for the Masters + Certification option within the graduate degree.

Area of Concentration: Certification

The reactivated M.Ed. program with certification concentration will require a total of 64 credit hours. In addition, some students will need to take up to seven credit hours of pre-requisites or co-requisites (see attached program sheet). The courses meet the certification standards and guidelines for the PSC and NASPE.

Courses and credit hours within the program are assigned as follows:

Reactivated M.Ed. Program	Undergraduate Courses	Graduate Courses	Internship	Total
Certification Courses (52 credit hours)	6 courses (16 credit hours)	8 courses (24 credit hours)	2 courses (12 credit hours)	16 courses (52 credit hours)
Additional Masters Courses (12 credit hours)		4 courses (12 credit hours)		
Masters + Certification (64 credit hours)	6 courses (16 credit hours)	12 courses (36 credit hours)	2 courses (12 credit hours)	20 courses (64 credit hours)

The Masters + Certification concentration is unique in that three of the graduate core courses count toward certification. In the revised program, K-12 certification can be awarded after 52 credit hours of coursework (16 hours of undergraduate courses, 24 hours of graduate courses, and 12 hours of internship) and required co-requisites. Note that the 6000-level internship hours do not count toward the graduate degree. The masters degree will be awarded upon completion of an additional 12 hours of graduate coursework (two additional core courses and two approved elective courses).

Program Delivery

While the content of certification courses is not significantly different from our approved undergraduate certification courses, the level of that content and the delivery methods will be geared toward adult learners. The program will be at least 51% on-line, and face-to-face meetings will be concentrated during the summer and on Saturdays throughout the academic year. This scheduling will enable a wide audience of adults seeking health and physical education certification to access the degree. A year-long internship, which may be taken on a part-time basis, is required and will focus on acquiring skills by completing specific assignments and experiences in elementary, middle school, and high school field settings.

Class offerings will be rotated to enable adult learners with commitments during one semester to complete requirements during subsequent semesters. For example, fall and spring course offerings will be rotated so that a provisionally certified teacher who coaches softball every spring can complete program requirements during the “off season” semesters (see tentative course rotations). Also, as the program develops, the proportion of on-line learning will increase so that prospective students from throughout the state can be accommodated.

Tentative Course Rotations (Prefix for all courses is PHED)

Summer 2009	Fall 2009 Weeks 1-8	Fall 2009 Weeks 9-16	Spring 2010 Weeks 1-8	Spring 2010 Weeks 9-16	Summer 2010
6660, 6665, 3500	7618, 3503, 6686	7610, 3504, 6686	7620, 3502, 6686	3710, 3501, 6686	6660, 6665, 3500 6628, 6648, 7630, 3401
	Fall 2010 Weeks 1-8	Fall 2010 Weeks 9-16	Spring 2011 Weeks 1-8	Spring 2011 Weeks 9-16	Summer 2011
	7610, 3504, 6686	7618, 3503, 6686	3710, 3501, 6686	7620, 3502, 6686	6660, 6665, 3500 6628, 6648, 7630, 3401
	Fall 2011 Weeks 1-8	Fall 2011 Weeks 9-16	Spring 2012 Weeks 1-8	Spring 2012 Weeks 9-16	Summer 2012
	7620, 3502, 6686	3710, 3501, 6686	7618, 3503, 6686	7610, 3504, 6686	6660, 6665, 3500 6628, 6648, 7630, 3401
	Fall 2012 Weeks 1-8	Fall 2012 Weeks 9-16	Spring 2013 Weeks 1-8	Spring 2013 Weeks 9-16	Summer 2013
	3710, 3501, 6686	7620, 3502, 6686	7610, 3504, 6686	7618, 3503, 6686	6660, 6665, 3500 6628, 6648, 7630, 3401

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
Master of Education - Physical Education (Certification)

PROPOSED

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

Program Prerequisites or Co-requisites (7 hours)	Semester Hours	Semester	Grade
Anatomy and Physiology	3		
Current certification in First Aid and CPR	1		
SPED 6706 or 3715 Special Education in the Regular Classroom	3		

Area of Concentration: Certification ¹ (52 hours)	Semester Hours	Semester	Grade
Summer (8 hours)			
PHED 6660 Fundamentals of Teaching Health & Physical Education ^{2,4}	3		
PHED 6665 Methods of Teaching K-12 Physical Education ^{2,4}	3		
PHED 3500 Educational Games, Gymnastics, and Dance	2		
Fall (16 hours)			
PHED 7618 Applied Motor Control	3		
PHED 3503 Skills & Strategies in Net/Wall Games	2		
PHED 7610 Curriculum Development in Physical Education	3		
PHED 3504 Skills & Strategies in Invasion Games	2		
PHED 6686 Teaching Internship ^{3*}	6		
Spring (16 hours)			
PHED 7620 Scientific Foundations of Exercise	3		
PHED 3502 Skills & Strategies in Target and Outdoor Activities	2		
PHED 3710 Assessing Performance in Health and Physical Education	3		
PHED 3501 Skills & Strategies in Strength and Conditioning	2		
PHED 6686 Teaching Internship ^{3*}	6		
Summer (12 hours)			
PHED 6628 Health Concerns of the School-Aged Child	3		
PHED 6668 Concepts and Methods in Health Education ^{3,4}	3		
PHED 7630 Legal Issues in Physical Education and Sport	3		
PHED 3401 Technology in Health and Physical Education	3		

¹ A grade of C or better is required for all Certification courses.

² Required Co-requisites: PHED 6660 Fundamentals of Teaching HPE and PHED 6665 Methods of Teaching K-12 PE

³ Required Prerequisite: PHED 6660 Fundamentals of Teaching HPE and PHED 6665 Methods of Teaching K-12 PE and permission

⁴ Required Prerequisite: Admission to Teacher Education

* Teaching Internship hours do not count toward graduate degree

Additional Graduate Courses (12 hours)	Semester Hours	Semester	Grade
PHED 7640 Research in Health and Physical Education	3		
PHED 7650 Analyzing Teaching for Professional Growth	3		
Approved Elective	3		
Approved Elective	3		

Total Program Hours	64		
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**Master of Education
Physical Education**

Name: _____ SSN: _____
 Home Telephone: _____ Advisor: _____
 Permanent Address: _____ Phone: _____
 Work/Campus Address: _____ Email: _____
 Work/Cell Phone: _____ Initial Assessment Date: _____
 Undergraduate Degree/Major: _____
 Colleges and Dates Previously Attended: _____
 Present Certification (Field and Level): _____
 Praxis II or TCT Date Passed: _____ Area: _____

Graduate School Admission Requirements		Completion Dates	
_____	Undergraduate GPA	_____	Initial Advising
_____	GRE Scores	_____	Application for Candidacy
_____	Letters of Reference	_____	Departmental Exam
_____	Date Admitted to Graduate School		

Course	Hrs	Gr	Course	Hrs	Gr
Professional Studies:	9		3. Choose three courses from:	9	
EDRS 6301 Research in Education			PHED 6667 Foundations of Nutrition		
EDFD 7305(Hist Ed), or EDFD 7307(Crit Issues Ed), or EDFD 7309 (Philos Foundations Ed)			PHED 6670 Movement for Children		
CEPD 6101 Psychology of Classroom Learning			PHED 6680 PE for Childr w/Spec Needs		
Content Specialization:			PHED 7614 Org. Ad. of P.E. & Sport		
1. Required Courses:	9		**PHED 7618 Analysis Motor Perf.		
PHED 6622 Current Issues in P.E. & Sport			**PHED 7620 Sci. Foundation of Exerc		
PHED 6638 Legal Issues in P.E. & Sport			PHED 7626 Soc & Psy Aspect PE/Sport		
PHED 6628 Health Concerns School Age Child			PHED 7671 Curric Dev. in P.E. & Sport		
2. Choose one from:	3		*PHED 7685 Special Topics in P.E.		
PHED 7618 Anal Motor Perform/Motor Lmg					
PHED 7620 Scientific Foundations of Exercise			Electives	6	
			Total Program	36	

PROGRAM NOTES:

*Titles & descriptions of courses will be specified at time of offering. PHED 7685 may be repeated for credit as long as the topics differ.
 **Must be different from required course in Content Field. Refer to Graduate Catalog for Specific Program information.

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Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation

College: College of Education NOV 13 2008

Current course catalog listing: (for modifications or deletions)

Prefix Course Title

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Action: [x] Course [] Program; [] Modify [x] Add [] Delete; [] Credit [] Number [] Title [] Description [] Other

Credit: [] Undergraduate [x] Graduate [] Other*

Frequency: [] Every Term [x] Yearly [] Other

2009 JAN 23 AM 9:3

RECEIVED VPAA

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

[x] Library resources are adequate [] Library resources need enhancement

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

PHED 6660 Fundamentals of Teaching Health and Physical Education 3 / 0 / 3

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):

In this course, students will be introduced to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases. The students will explore the roles and responsibilities of the health and physical education teacher related to effective practice and quality instruction. Research-based methods of teaching K-12 students will be discussed, reviewed, and practiced.

Prerequisite(s) Admission to Teacher Education, Co-requisite: PHED 6665 Methods of Teaching K-12 Physical Education

Present or Projected Enrollment: 20 (Students per year)

Effective Date*: Summer /2009

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

Grading System: [x] Letter Grade [] Pass/Fail [] Other

Approval:

Department Chair 11/10/08; Dean of College 11/10/2008; Chair of TEAC (if teacher prep. program) 1/5/09

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

Vice President for Academic Affairs Date

RECEIVED

1-20-09

JAN - 7 2009

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Rationale for First Summer Courses (8 hours)

Based on preliminary inquiries, we anticipate that most students seeking the Certification Concentration will primarily be interested – perhaps already involved – in teaching physical education. Thus, the first summer of the Certification Concentration in the PROPOSED curriculum focuses on basic pedagogy, with an emphasis on teaching physical education K-12. The PROPOSED curriculum involves a NEW general pedagogy course (PHED 6660 – Fundamentals of Teaching Health and Physical Education) for both health and physical education, followed by a NEW physical education methods course (PHED 6665 – Methods of Teaching K-12 Physical Education). These instructional methods courses build knowledge and skills in teaching the content of health and physical education in developmentally appropriate ways. Emphasis and applications relate to teaching physical education K-12 in gymnasium and outdoor settings. These methods are supported by an EXISTING content course, PHED 3500 – Educational Games, Gymnastics, and Dance.

PROPOSED

PHED 6660 Fundamentals of Teaching Health and Physical Education

Prerequisite: Admission to Teacher Education

Co-requisite: PHED 6665 Methods of Teaching K-12 Physical Education

In this course, students will be introduced to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases. The students will explore the roles and responsibilities of the health and physical education teacher related to effective practice and quality instruction. Research-based methods of teaching K-12 students will be discussed, reviewed, and practiced.

PHED 6665 Methods of Teaching K-12 Physical Education

Prerequisite: Admission to Teacher Education

Co-requisite: PHED 6660 Fundamentals of Teaching Health and Physical Education

This course provides an overview of general pedagogical skills and knowledge related to teaching physical education for K-12 students. The course develops an understanding of the characteristics and needs of children and adolescents, developmentally appropriate curriculum content in elementary and secondary school physical education, and effective teaching skills for elementary and secondary school physical education. The course provides peer teaching experiences in both the classroom and gymnasium and requires students to plan, teach, and evaluate physical education lessons.

PHED 6660**FUNDAMENTALS OF TEACHING HEALTH AND PHYSICAL EDUCATION**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

Co-Requisite: PHED 6665 Methods of Teaching K-12 Physical Education

In this course, students will be introduced to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases. The students will explore the roles and responsibilities of the health and physical education teacher related to effective practice and quality instruction. Research-based methods of teaching K-12 students will be discussed, reviewed, and practiced.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. list and explain the program objectives of health and physical education and develop a philosophical position to implement these objectives in health and physical education teaching
(Knowledgeable, Reflective)
(Cottrell, Girvan & McKenzie, 2006; NASPE 2000, 2004; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003; Wuest & Bucher, 2006; NAPSE 1, 2);
2. identify and discuss national (NASPE) and state standards (GPS & PSC) in health and physical education
(Knowledgeable, Reflective)
(Cottrell, Girvan & McKenzie, 2006; Wuest & Bucher, 2006; NASPE, 2004);
3. explain the importance of the applied sciences and how they relate to health and physical education teaching
(Adaptive, Collaborative, Knowledgeable, Reflective)
(Cottrell, Girvan & McKenzie, 2006; NASPE, 2004; Wuest & Bucher, 2006; NASPE 1);
4. discuss the value of physical education for student quality of life, using all domains (psychomotor, cognitive, affective), and the implications for physical education programs
(Leaders, Lifelong Learners, Sensitive, Knowledgeable)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003; NASPE 1, 2);
5. identify best practices for effective health and physical education teaching
(Leaders, Lifelong Learners, Sensitive, Knowledgeable)
(Buck, Lund, Harrison, & Cook, 2007; NASPE 2000, 2004; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003; NASPE 1);

6. identify and discuss developmentally and culturally appropriate practices for teaching physical education
(*Leaders, Lifelong Learners, Culturally Sensitive, Knowledgeable*)
(NASPE 2004; Rink, 2006; NAPSE 1, 2, 3);
7. describe and display effective communication strategies when teaching movement skills
(*Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Reflective, Proactive, Empathetic, Knowledgeable*)
(Thomas, Lee, & Thomas, 2003; Rink, 2006; NASPE 1, 5);
8. provide a safe environment during health and physical education lessons
(*Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006; NASPE 4);
9. discuss and display effective classroom management and organizational skills in health and physical education teaching
(*Reflective, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; NASPE 4);
10. identify and justify the elements of an effective lesson plan
(*Leaders, Lifelong Learners, Culturally Sensitive, Knowledgeable*)
(Rink, 2006; NASPE 6); and
11. design effective lesson plans based on the objectives and standards of health and physical education
(*Reflective, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; NASPE 6).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

- National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.
- Rink, J. E. (2006). *Teaching physical education for learning* (5th ed.). Boston: McGraw-Hill.

References

- Cottrell, R. R., Girvan, J. T., & McKenzie, J. (2006). *Principles and foundations of health promotion and education*. San Francisco: Pearson/Benjamin-Cummings.
- Daniel, E. L. (2006). *Annual editions: Health 07/08* (28th ed.) Boston: McGraw-Hill.
- Mechikoff, R. A., & Estes, S. G. (2006). *A history and philosophy of sport and physical education*. Boston: McGraw-Hill.
- National Association for Sport and Physical Education (2003). *National standards for beginning physical education teachers*. Oxon Hill, MD: AAHPERD Publications.
- National Association for Sport and Physical Education (2006). *Quality coaches, quality sports: National standards for sport coaches* (2nd ed.). Oxon Hill, MD: AAHPERD Publications.
- Wuest, D. A., & Bucher, C. A. (2006). *Foundations of physical education, exercise science, and sport* (15th ed.). Boston: McGraw-Hill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

At the conclusion of the course, students will have demonstrated achievement in the areas of *decision making*: using information and knowledge gained to decide on a personal, professional philosophy (**Assignment 1**); *leadership*: taking initiative with planning and course preparation (**All Assignments**); *lifelong learning*: gaining knowledge of professional associations and opportunities for continued professional development with an awareness of the importance of addressing current issues (**Assignments 1, 2, 4**); being *adaptive*: applying information gained from a philosophical and historical perspective to contemporary issues (**Assignments 1, 4**); *collaboration*: working with classmates (**Assignment 2, 3**); *cultural sensitivity*: developing an awareness of cultural differences from a historical perspective and an examination of current issues (**All Assignments**); *empathy*: developing an appreciation for the roles and responsibilities of current health and physical educators (**Assignments 1, 4**); *knowledge*: demonstrating an understanding of objectives, goals and standards, and effective teaching in health and physical education (**All Assignments**); *reflective*: synthesizing course content to effectively plan experiences for k-12 students (**Assignment 3**).

Assignments

1. Philosophy Position Paper (50 points)

Students will demonstrate knowledge gained from the class through a philosophy position paper defending the purpose and significant role of health and physical education in public school education.

Course Objectives: 1, 2, 3, 4

2. Class Assignments (30 points: 5 points each)

Students will be actively engaged in learning through six class assignments that are related to the history of health and physical activity, national standards, appropriate practices, and effective teaching. Specific directions and grading rubrics will be provided.

Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

3. Lesson Plan Development (120 points: 20 points each)

Students will work independently or in pairs to develop lesson plans for elementary, middle, and secondary school students in health and physical education. Students will submit the following six lessons plans: 1) elementary gymnastics; 2) elementary games; 3) elementary dance; 4) middle school team/individual sport; 5) secondary team/individual sport; and 6) middle/secondary physical fitness.

Course Objectives: 10

4. Final Exam (100 points)

Students will take one comprehensive final exam based on the course content, including lectures, discussions, and assigned readings. The exam questions will include multiple choice, true/false, short answer, and an essay.

Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

GRADING POLICY

90-100%	270-300 points = A
80-89%	240-269 points = B
70-79%	210-239 points = C
Less than 70%	less than 210 points = F

CLASS POLICIES

E-mail

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

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Electronic Portfolio

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio. This is a requirement for teaching certification/graduation.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

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

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Introduction to health and physical education; program goals, objectives, and philosophy
2	Standards in health and physical education; application of the applied sciences; appropriate practices in physical education
3	Psychomotor, cognitive, and affective learning objectives; practices of effective teaching; planning
4	History of health and physical activity; current trends in health and physical activity promotion

5	Task presentations; content development
6	Classroom management and organization
7	Principles of effective teaching in physical education
8	Instructional feedback; review of major topics
	Final Exam

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Physical Education and Recreation

College: College of Education

RECEIVED

NOV 13 2008

Current course catalog listings (for modifications or deletions)

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

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

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

Library resources are adequate Library resources need enhancement

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

PHED 6665 Methods of Teaching K-12 Physical Education 3 / 0 / 3

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):

This course provides an overview of general pedagogical skills and knowledge related to teaching physical education for K-12 students. The course develops an understanding of the characteristics and needs of children and adolescents, developmentally appropriate curriculum content in elementary and secondary school physical education, and effective teaching skills for elementary and secondary school physical education. The course provides peer teaching experiences in both the classroom and gymnasium and requires students to plan, teach, and evaluate physical education lessons.

Prerequisite(s) Admission to Teacher Education, Co-requisite: PHED 6660 Fundamentals of Teaching Health and Physical Education

Present or Projected Enrollment: 20 (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:

<i>[Signature]</i>	11/10/08	Department Chair	Date
<i>[Signature]</i>	11/10/2008	Department Chair (if cross listed)	Date
<i>[Signature]</i>	11/5/09	Dean of College	Date
<i>[Signature]</i>		Dean of College (if cross listed)	Date
<i>[Signature]</i>		Chair of TEAC (if teacher prep. program)	Date

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

Chair, Undergraduate Academic Programs Committee

Date

[Signature] RECEIVED
Chair, Committee on Graduate Studies Date 1-20-09

Vice President for Academic Affairs

Date

JAN -7 2009

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Rationale for First Summer Courses (8 hours)

Based on preliminary inquiries, we anticipate that most students seeking the Certification Concentration will primarily be interested – perhaps already involved – in teaching physical education. Thus, the first summer of the Certification Concentration in the PROPOSED curriculum focuses on basic pedagogy, with an emphasis on teaching physical education K-12. The PROPOSED curriculum involves a NEW general pedagogy course (PHED 6660 – Fundamentals of Teaching Health and Physical Education) for both health and physical education, followed by a NEW physical education methods course (PHED 6665 – Methods of Teaching K-12 Physical Education). These instructional methods courses build knowledge and skills in teaching the content of health and physical education in developmentally appropriate ways. Emphasis and applications relate to teaching physical education K-12 in gymnasium and outdoor settings. These methods are supported by an EXISTING content course, PHED 3500 – Educational Games, Gymnastics, and Dance.

PROPOSED

PHED 6660 Fundamentals of Teaching Health and Physical Education

Prerequisite: Admission to Teacher Education

Co-requisite: PHED 6665 Methods of Teaching K-12 Physical Education

In this course, students will be introduced to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases. The students will explore the roles and responsibilities of the health and physical education teacher related to effective practice and quality instruction. Research-based methods of teaching K-12 students will be discussed, reviewed, and practiced.

PHED 6665 Methods of Teaching K-12 Physical Education

Prerequisite: Admission to Teacher Education

Co-requisite: PHED 6660 Fundamentals of Teaching Health and Physical Education

This course provides an overview of general pedagogical skills and knowledge related to teaching physical education for K-12 students. The course develops an understanding of the characteristics and needs of children and adolescents, developmentally appropriate curriculum content in elementary and secondary school physical education, and effective teaching skills for elementary and secondary school physical education. The course provides peer teaching experiences in both the classroom and gymnasium and requires students to plan, teach, and evaluate physical education lessons.

PHED 6665

METHODS OF TEACHING K-12 PHYSICAL EDUCATION

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

Co-Requisite: PHED 6660 Fundamentals of Teaching Health and Physical Education

This course provides an overview of general pedagogical skills and knowledge related to teaching physical education for K-12 students. The course develops an understanding of the characteristics and needs of children and adolescents, developmentally appropriate curriculum content in elementary and secondary school physical education, and effective teaching skills for elementary and secondary school physical education. The course provides peer teaching experiences in both the classroom and gymnasium and requires students to plan, teach, and evaluate physical education lessons.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. discuss the importance of physical education in elementary and secondary school curriculum and the implications of reducing or removing these programs in the curriculum
(Decision Makers, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Adaptive, Lifelong Learners, Leaders)
 (Buck, Lund, Harrison, & Cook, 2007; NASPE, 2004; Rink, 2006; Silverman & Ennis, 2003; NASPE 1, 2, 3);
2. develop and implement lessons that integrate learning across all three instructional/developmental domains
(Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers)
 (Rink, 2006; NASPE 2, 6);
3. teach and evaluate locomotor, manipulative, and non-manipulative skills for K-12 students
(Culturally Sensitive, Lifelong Learners, Knowledgeable, Proactive)
 (Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003; NASPE 1, 6, 7);
4. teach and evaluate skill themes, movement concepts, educational gymnastics, and rhythmical experiences for K-12 students
(Culturally Sensitive, Lifelong Learners, Knowledgeable, Proactive)
 (Graham, Holt/Hale, Parker, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003; NAPSE 1, 6, 7);
5. create learning environments that allow all students to grow and progress
(Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers)
 (Graham, Holt/Hale, Parker, 2007; NASPE 2004; Rink, 2006; Thomas, Lee, & Thomas, 2003; NASPE 2);

6. implement effective classroom management and organizational techniques to enhance learning in school settings
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Rink, 2006; Silverman & Ennis, 2003; Thomas, Lee, & Thomas, 2003; NASPE 4);
7. integrate curricular scope and sequence in planning for K-12 physical education programs
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Graham, Holt/Hale, Parker, 2007; NASPE 2004; Rink, 2006; NAPSE 1, 6);
8. develop and implement lesson and unit plans that result in developmentally and instructionally appropriate lessons and units for K-12 physical education programs in multicultural and diverse settings
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Graham, Holt/Hale, Parker, 2007; NASPE 2000; Rink, 2006; NASPE 1, 3, 6);
9. code, analyze, and critique personal teaching behaviors and the teaching behaviors of peers
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Rink, 2006; NAPSE 8, 9); and
10. modify planning and teaching practices based on peer observation, reflection, self-assessment, and problem-solving strategies
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006; NASPE 8).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Graham, G., Holt/Hale, S., Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7th ed.). Boston: McGraw-Hill.

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

Rink, J. (2006). *Teaching physical education for learning* (5th ed.). Boston: McGraw-Hill.

References

- Buck, M., Lund, J., Harrison, J., & Cook, C. (2007). *Instructional strategies for secondary school physical education* (6th ed.). Boston: McGraw-Hill.
- Fronske, H. (2005). *Teaching cues for sport skills for secondary school students* (3rd ed.). San Francisco: Pearson.
- Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.
- National Association for Sport and Physical Education (2000). *Appropriate practices for elementary school physical education*. Oxon Hill, MD: AAHPERD Publications.
- Silverman, S. & Ennis, C. (Eds.). (2003). *Student learning in physical education* (2nd ed.). Champaign, IL: Human Kinetics.
- Thomas, K., Lee, A., & Thomas, J. (2003). *Physical education methods for elementary teachers* (2nd ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to the Conceptual Framework

At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choosing appropriate activities to teach K-12 students in physical education (**Assignments 1, 2, 3**); *leaders*: taking responsibility for decisions regarding teaching and capitalizing on opportunities to face teaching challenges (**Assignment 3**); *lifelong learners*: study the effectiveness of pedagogy and teaching practices and apply it to the teaching experiences and other real life experiences (**Assignments 1, 2, 3**); *adaptive*: implement appropriate activities for all learners and adjust to changing teaching situations (**Assignments 1, 2, 3**); *collaborative*: work with peers and students to plan effective, developmentally appropriate lessons (**Assignments 1, 2**); *culturally sensitive*: recognize and adjust to diverse populations by planning and implementing a variety of activities for all learners (**Assignments 1, 2, 3**); *empathetic*: demonstrate sensitivity to the needs of all students and the profession (**All Assignments**); *knowledgeable*: draw on acquired knowledge, experience, and current research for effective teaching (**All Assignments**); *proactive*: use current research and experiences to meet the needs of all students (**All Assignments**); *reflective*: engage in ongoing and continuous critical reflection of individual and peer teaching (**Assignment 4**).

Assignments

1. Unit Plan (50 points)

Students will develop a 9-week unit plan for K-12 students in a specific content (gymnastics, dance, and/or individual/team sports). The unit plan must include specific activities that progress through games stages 1-4 and include the four criteria for student learning in physical education.

Course Objectives: 2, 5, 7, 8

2. Lesson Plans (120 points: 20 points each)

Students will work independently or with a partner to develop six lesson plans on the following content: 1) educational gymnastics; 2) dance; 3) team sports; 4) individual sports; 5) physical fitness; and 6) outdoor/adventure education.

Course Objectives: 1, 2, 5, 6, 9

3. Teaching Experiences (180 points: 30 points each)

Students will teach six lessons to student peers, demonstrating appropriate and effective instruction in physical education.

Course Objectives: 3, 4, 5, 6, 7, 9

4. Reflections (50 points: 10 points each)

Students will complete a 1-2 page reflection for five teaching experiences. Guiding questions with a grading rubric for each reflection will be provided to the students prior to each teach.

Course Objectives: 10

Grading Policy

90-100%	A = 360-400 points
80-89%	B = 320-359 points
70-79%	C = 280-319 points
Less than 70%	F = less than 280 points

CLASS POLICIES

E-mail

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

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Electronic Portfolio

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio. This is a requirement for teaching certification/graduation.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

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

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Physical education curricular planning for elementary and secondary students; Unit plans; Lesson plans
2	Content Development; Task presentation; Reflection
3	Teaching: Educational gymnastics

4	Teaching: Dance
5	Teaching: Team sports
6	Teaching: Individual sports
7	Teaching: Physical fitness
8	Teaching: Outdoor/adventure education

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Physical Education and Recreation

College: College of Education

NOV 13 2008

Current course catalog listing: (for modifications or deletions)

Prefix Course Title

Hours: Lecture/Lab/Total

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

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

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

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

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JAN -7 2009

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.

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Library resources are adequate Library resources need enhancement

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

PHED 6668 Concepts and Methods in Health Education 3 / 0 / 3

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 focus of this course is on health education curriculum and knowledge related to teaching health in K-12 settings. The topics include the school health index, comprehensive school health program, national health education curricula, national health education standards, and teaching resources in health.

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Prerequisite(s) PHED 6660, 6665 and Admission to Teacher Education

Present or Projected Enrollment: 20 (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:

<u>[Signature]</u> Department Chair	<u>11/10/08</u> Date	Department Chair (if cross listed)	Date
<u>[Signature]</u> Dean of College	<u>11/10/2008</u> Date	Dean of College (if cross listed)	Date
<u>[Signature]</u> Chair of TEAC (if teacher prep. program)	<u>1/5/09</u> Date		

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

Chair, Undergraduate Academic Programs Committee Date [Signature] Chair, Committee on Graduate Studies Date 1-20-09

Vice President for Academic Affairs Date

Rationale for Second Summer (12 hours)

Certification in the state of Georgia is for both health and physical education in grades K-12. Thus, the second summer of the Certification Concentration in the PROPOSED curriculum focuses on the content and methods for teaching health in grades K-12. Health content is provided in the REVISED PHED 6628 Health Concerns for the School-Aged Child course. The description and objectives for this class have been revised to reflect more recent trends in health concerns, to ensure that the entire scope of health content appropriate for K-12 is reflected, and to mesh with other courses in this summer block of classes. A NEW methods course (PHED 6668 – Concepts and Methods in Health Education) will be taught concurrently to the content course, thus enabling teachers to immediately bridge the content and methods with their own teaching needs and applications. Similarly, students will explore the legal issues related to teaching health and physical education in the MODIFIED PHED 7630 Legal Issues in Physical Education and Sport. The course number and description have been slightly modified. By taking the EXISTING state-required technology course (PHED 3401 - Technology in Health and Physical Education) during the second summer, we ensure that technology will be integrated into lesson and unit planning and development.

PROPOSED (NEW)

PHED 6668 Concepts and Methods in Health Education

Prerequisite: PHED 6660, PHED 6665, and Admission to Teacher Education

The focus of this course is on health education curriculum and knowledge related to teaching health in K-12 settings. The topics include the school health index, comprehensive school health program, national health education curricula, national health education standards, and teaching resources in health.

PHED 6668**CONCEPTS AND METHODS IN HEALTH EDUCATION**

Semester Hours: 3

Semester/Year

Instructor

Office Location

Office Hours

Telephone

E-mail

Fax

COURSE DESCRIPTION

Prerequisites: PHED 6660, PHED 6665, Admission to Teacher Education

The focus of this course is on health education curriculum and knowledge related to teaching health in K-12 settings. The topics include the school health index, comprehensive school health program, national health education curricula, national health education standards, and teaching resources in health.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned

Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. distinguish between behaviors that promote and those that hinder well-being by investigating factors influencing health behavior, identifying behaviors that promote or compromise health, and recognizing the role of learning and affective experiences in shaping patterns of health behavior
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Gilbert & Sawyer, 2000; Telljohann, Symons, & Pateman, 2007; AAHE I);
2. formulate a philosophy of health, school health programs, and healthful living
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Gilbert & Sawyer, 2000; Telljohann, Symons, & Pateman, 2007; AAHE VII);
3. develop a rationale and logical scope and sequence for planning a health curriculum
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Anspaugh & Ezell, 2007; Telljohann, Symons, & Pateman, 2007; AAHE I, II);
4. evaluate a variety of health education activities, lessons, and methods of health instruction in diverse classrooms
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Gilbert & Sawyer, 2000; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; AAHE IV); and
5. analyze and summarize the results of a school health program evaluation
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; AAHE IV).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required

National Health Education Standards PreK-12. (2007). Retrieved September 22, 2008, from http://www.aahperd.org/aahe/pdf_files/standards.pdf

www.healthteacher.com Subscription. Students who enroll in this course will be required to purchase a one year subscription (\$15.00) to an on-line health education curriculum at www.healthteacher.com. All students must first register using a contract code provided by your instructor. When you register, you will setup your own login using an e-mail address (any that you may have) and create a password. Please make a note of this login - you will need it to access the lessons.

Welle, H., Russell, R., & Kittleson, M. (1995). Philosophical trends in health education: Implications for the 21st century. *Journal of Health Education*, 326-332.

References

Anspaugh, D. J., & Ezell, G. (2007). *Teaching today's health*. San Francisco: Pearson/Benjamin Cummings.

Gilbert, G. G. & Sawyer, R. G. (2000). *Health education: Creating strategies for school and community health* (2nd ed.). Sudbury, MA: Jones and Bartlett.

Page, R. M., & Page, T. S. (2007). *Promoting health and emotional well-being in your classroom*. Sudbury, MA: Jones Bartlett.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2007). *Health education: Elementary and middle school applications*. New York: McGraw-Hill.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on examining health issues of school aged children. The primary goals are as follows: 1) Develop an individual philosophy of the field of school health education; 2) Develop a current knowledge base of school health education resources; and 3) Investigate and critique school health education curricula. At the completion of this course, students will have demonstrated achievement in the areas of *lifelong learning*: studying the effectiveness of health education methods and acquiring knowledge, ideas, and philosophies from professionals (**All Assignments**), *knowledge*: drawing on content and professional knowledge (**All Assignments**), being *proactive*: implementing new ideas (**All Assignments**) and *reflection*: engaging in ongoing, continuous reflection of the primary principles and philosophies of school health education (**All Assignments**).

Assignments

1. Philosophy of Health Education Essay (20 points)

The student will select the health education philosophy that he or she believes would best reflect his/her personal philosophy of teaching. Once a philosophy is selected from the health education professional literature the student will write a research-based essay (using the latest edition of the APA referencing style) on the philosophy to include the following:

- a. The title of the philosophy selected and an overview of that philosophy from the professional literature. The overview should include a clear description of the philosophy and any relevant historical perspective of that philosophy in regards to teaching health.
- b. The anticipated program goals and intended program outcomes associated with the selected philosophy.
- c. A description of any possible strengths and weaknesses that might occur in a program guided by the selected philosophy.
- d. A selection of teaching methods for a school-based program that would be used in a program founded on the selected philosophy (be specific regarding the grade levels in which the recommended methods would be used).

Course Objectives: 2

2. Health Education Curriculum Review (20 points)

The student will select one health education curriculum website from the websites of the national curricula provided by the course instructor. An assessment tool for critiquing the selected health education curriculum website is provided below. The student will go to the selected website and conduct a thorough review of the curriculum by reviewing the materials posted on the website; examining the curriculum scope and sequence chart (if provided); reviewing sample lesson plans; and by reviewing any evaluation studies on the curriculum linked to the website. In response to each of the following items the student will answer each question or item and provide an example to clarify the points being made.

- a. Provide the title of the curriculum, the website URL, and a brief overview of the curriculum then address the following items:
- b. Is the curriculum established on a sequential K- 3, K-6 or K-12?
- c. Are topics presented in such a way that they could be taught or integrated into other subject areas (e.g., science, reading)?
- d. Does the curriculum have clearly stated goals and objectives?
- e. Are the curriculum goals consistent with current health theories and state and national-level recommendations?
- f. Can the curriculum meet the needs of a diverse student population?
- g. Does the curriculum reflect the best practices of health education by including teaching methods and strategies that have been proven to be successful?
- h. Does the curriculum build basic skills and foundations with younger students and provide for discussion and skill practice with older students?
- i. Does the curriculum contain relevant terminology with words the students will understand?
- j. Do avenues for parental involvement exist?

Course Objectives: 1, 2, 3

3. Critique of skill-based health education lesson plans from healthteacher.com (25 points, 5 points each)

From the healthteacher.com on-line curriculum the student will select five skill-based lesson plans for review. Each critical review should address the following items:

- a. Provide the title of the lesson plan and the targeted age group. Attach a complete copy of the lesson being described.

- b. Identify one skill that you believe the lesson clearly develops throughout the lesson. Identify the specific National Health Education Standard linked to the selected skill.
- c. Describe how the lesson develops the one skill that you have identified. Give a step by step description of how that one skill is developed in the lesson. The lesson may reflect multiple skills but you need to address the development of that one skill and the steps that are going into its development.
- d. For the selected skill, describe the assessment strategy provided in the lesson plan for assessing the development of that skill.
- e. Provide a final rating of the lesson as to how successful you feel the lesson would be in regards to the development and assessment of the selected skill. Rate the lesson on a scale from one to five (one being very poor, five being exceptional).

Course Objectives: 4

4. School Health Index Evaluation Project (20 points)

The *School Health Index (SHI): Self-Assessment & Planning Guide* was developed by the CDC for the purpose of identifying strengths and weaknesses of health and safety policies and programs, enabling schools to develop an action plan to improve school health, and engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

Students will work through the eight modules of the School Health Index with an assigned school. The index is an assessment and planning tool that can help assess and promote physical activity, healthy eating, tobacco-use prevention, safety, and asthma policies and programs. Upon completion of the self assessment process, students will develop and identify an action plan/steps for the school to improve its performance in areas that received low scores.

Course Objectives: 5

5. Final Exam (50 points)

One cumulative final exam will be given at the end of the class session. The exam will consist of multiple choice, matching, fill-in-the-blank, short answer, and essay questions.

Course Objectives: 1-5

Grading Policy

A = 90% - 100%;	122-135 points
B = 80% - 89%;	108-121 points
C = 70% - 79%;	95-107 points
F = 69% or less;	95 or fewer points

CLASS POLICIES

E-mail

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Pledge:

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CLASS OUTLINE

Week 1	Syllabus Introduction Historical Aspects of Health Education and Approaches to School Health
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	Focus for Health Education, Health Literacy Focus for Health Instruction, HP 2010
Week 2	National Evaluations in School Health Coordinated School Health Program School Health Index
Week 3	Health Education Curriculum Health Education Theory
Week 4	Teaching Methods, Strategies, and Activities in Health Education Delivering Health Instruction, Skill-based Instruction
Week 5	Communication Skills Decision Making Skills Goal Setting Skills
Week 6	Stress Management Emotional and Mental Health
Week 7	Media Literacy and Health Education Consumer Health
Week 8	Final Exam

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Physical Education and Recreation

College: College of Education

NOV 13 2008

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action

Course Program

Modify Add Delete

Credit
 Number
 Title
 Description
 Other

Credit

Undergraduate
 Graduate
 Other*

*Variable credit must be explained

Frequency

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)

PHED 6686 Teaching Internship 0 / 9-18 / 3-9

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

This course involves practical, supervised teaching experience in a variety of school settings throughout the semester.

Prerequisite(s) PHED 6660, 6665, Permission of Instructor, and Admission to Teacher Education

Present or Projected Enrollment: 20 (Students per year)

Effective Date*: Fall /2009
Term/Year

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

Grading System: Letter Grade Pass/Fail Other Satisfactory/Unsatisfactory

Approval:

[Signature] 11/10/08
Department Chair Date

[Signature] 11/10/2008
Dean of College Date

[Signature] 1/5/09
Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date [Signature] Chair, Committee on Graduate Studies Date [Signature]

Vice President for Academic Affairs Date [Signature]

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VP/PA

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

JAN - 7 2009

1-20-09

Rationale for Internship (12 hours total)

Because the adult learners enrolled in this Certification Concentration will have varied life situations, a variety of options will be provided to fulfill the Board of Regents requirement of 900 hours of field-based experiences. A total of 12 credit hours of NEW Internship (PHED 6686 – Teaching Internship) will be required in the PROPOSED program. How these 12 hours are accomplished will be determined by the student working with the faculty advisor. For example, a provisionally certified teacher who is teaching fulltime will complete 6 hours of internship each semester, primarily in his/her own classroom, throughout the year. A student who holds a bachelor's degree but is not in a teaching assignment will complete 450 hours each semester in an approved classroom. A fitness director seeking certification and who works fulltime during the day may take 2-3 internship hours each semester until the full 12 hours is accomplished.

The internship experiences will be outlined in a Field Experience Handbook, based on the handbook developed and used in post-degree certification programs in the Department of Media and Instructional Technology. The Handbook consists of a series of field-based activities to be accomplished and approved by the supervisor. The activities require students to participate in the full range of teaching responsibilities in health and physical education, in grades K-12, including at least two weeks of fulltime teaching. The activities are also keyed or linked to the content and methods courses throughout the curriculum.

PROPOSED

PHED 6686 Teaching Internship

Prerequisite: PHED 6660, PHED 6665, Permission of Instructor, and Admission to Teacher Education
This course involves practical, supervised teaching experience in a variety of school settings throughout the semester.

TEACHING INTERNSHIP

Semester Hours: 6

Semester/Year:

Instructor

Office Location

Office Hours

Telephone

E-mail

Fax

COURSE DESCRIPTION

Prerequisite: PHED 6660, PHED 6665, Permission of Instructor, and Admission to Teacher Education

This course involves practical, supervised teaching experience in a variety of school settings throughout the semester.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the college assumes responsibility for preparing educators who can positively influence school improvement. Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices.

COURSE OBJECTIVES

The student will:

1. observe the managerial and instructional phases of teaching in classroom and gymnasium settings and assume these teaching responsibilities in both settings
(*Empathetic, Knowledgeable*)
(Randall, 1992; AAHE III; NASPE 4, 6);

2. observe, develop, and implement rules and routines for instructional tasks (e.g. checking the roll, leading exercises, distributing and collecting equipment)
(Empathic, Knowledgeable)
(Denton & Kriete, 2000; NASPE 6);
3. plan for instruction including formulating daily lesson plans and units, and evaluating student progress
(Adaptive, Empathetic, Knowledgeable)
(Jewett, Bain, & Ennis, 1995; AAHE II; NASPE 6, 7);
4. appropriately demonstrate a variety of teaching styles
(Adaptive, Empathetic, Knowledgeable, Reflective)
(Harrison, Blakemore, Buck, & Pellet, 1996; AAHE III; NASPE 5);
5. motivate students to participate fully in classroom and activities
(Knowledgeable, Reflective, Leaders, Collaborative, Culturally Sensitive, Proactive)
(Hellison, 1996; NASPE 4);
6. use appropriate classroom management techniques to manage student learning and behavior
(Leaders, Collaborative, Culturally Sensitive, Knowledgeable, Proactive)
(Harrison, Blakemore, Buck, & Pellet, 1996; NASPE 4);
7. individualize learning to meet the special needs of each student
(Lifelong Learners, Knowledgeable, Adaptive, Empathetic)
(Block & Horton, 1996; AAHE I, NASPE 3);
8. design and implement assessment procedures useful in individualizing instruction
(Adaptive, Empathic, Knowledgeable)
(Harrison, Blakemore, Buck, & Pellet, 1996; AAHE II, III; NASPE 6, 7);
9. measure and evaluate student progress based on objectives
(Adaptive, Empathetic, Knowledgeable)
(College of Education, 2008; AAHE IV; NASPE 2, 7);
10. assume teaching responsibilities and reflect on instructional decisions for the purpose of improving subsequent planning, implementation, and evaluation
(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Knowledgeable, Proactive)
(College of Education, 2008; Harrison, Blakemore, Buck, & Pellet, 1996; AAHE IV; NASPE 8);
11. participate in professional activities (e.g. attend faculty meetings, attend PTA, participate in professional development)
(Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Proactive)
(College of Education, 2008; AAHE V; NASPE 10);

12. assume the full range of faculty duties including lunchroom duty and bus duty
(*Empathetic, Knowledgeable*)
(College of Education, 2008; NASPE 10);
13. work collaboratively and effectively with other teachers and school personnel
(*Collaborative, Culturally Sensitive, Proactive*)
(College of Education, 2008; Department of Health, Physical Education, and Sport Studies, 2009; AAHE V, VI, VII; NASPE 10);
14. identify instructional resources available at each school
(*Collaborative, Knowledgeable*).
(Denton & Kriete, 2000; AAHE V, VI; NASPE 10); and
15. practice the Code of Professional Ethics as presented in expectations, policies, and procedures for internship
(*Lifelong Learners, Proactive, Reflective*)
(College of Education, 2008; NASPE 10).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Department of Health, Physical Education, and Sport Studies. (2009). *Field experience handbook for M.Ed. and certification students*. Carrollton, GA: University of West Georgia, Author.

College of Education (2008). *Expectations, policies, and procedures of internship*. Carrollton, GA: University of West Georgia, Author.

References

- Block, M. E., & Horton, M. L. (1996). Include safety in physical education: Do not exclude students with disabilities. *The Physical Educator*, 53, 58-73.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.
- Harrison, J. M., Blakemore, C. L., Buck, M. M., & Pellet, T. L. (1996). *Instructional strategies for secondary physical education (4th ed.)* Dubuque, IA: Wm C. Brown.
- Helion, J. C. (1996). If we build it, they will come: Creating an emotionally safe physical education environment. *Journal of Physical Education, Recreation, and Dance*, 67, 40-44.
- Hellison, D. R. (1996). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.
- Jewett, A. E., Bain, L. L., & Ennis, C. D. (1995). *The curriculum process in physical education*. Madison, WI: Brown & Benchmark.

Randall, L. E. (1992). *The student teacher's handbook for physical education*. Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

This course is the culminating experience in the PETE program. It includes full-time involvement in a physical education setting in which the student intern, working under the supervision of a university and classroom supervisor, is expected demonstrate competency in teaching and in handling the day-to-day responsibilities of a physical education environment. To achieve the required standard of teaching excellence, students are expected to demonstrate competency in **ALL** areas of the College of Education conceptual framework: they are to be *knowledgeable* in understanding and applying research-based teaching principles and concepts; *decision makers* in make effective pedagogical choices; *proactive* in establishing an effective learning environment and appropriate learning activities; *culturally sensitive and empathetic* towards students; *reflective* regarding educational decisions; and *adaptive* in making appropriate changes to the situation. Working *collaboratively* with supervisors, the intern takes on a variety of *leadership* roles and prepares for a journey of *lifelong learning* and teaching physical education.

ASSIGNMENTS

1. Activities Checklist

The Activities Checklist for Health and Physical Education Field Experience (see Field Experience Handbook) contains a variety of required activities to be completed during the teaching internship in conjunction with each course in which the student is enrolled. Complete descriptions for each activity are also located in that Handbook.

Course Objectives: 1-3, 10, 11, 14

2. Mentor Teacher Assessment

The mentoring teacher will complete the professional competencies rubric on a bi-weekly basis. Students must submit copies to the university supervisor during scheduled class meetings throughout the semester.

Course Objectives: 4-9, 12, 13, 15

3. Teaching Competencies

The required University of West Georgia evaluation of teaching competencies will be completed twice during the semester during a three-way meeting with the intern, mentoring teacher, and university supervisor. The TEFEE instrument will be completed in these mid-term and final meetings.

Course Objectives: 4-9, 15

GRADING POLICY

SATISFACTORY (S): Meets all requirements and expectations

UNSATISFACTORY (U): Does not meet all requirements and expectations

Attendance

Attendance is required for all days in the teaching internship semester. Students must follow all policies and procedures distributed to students at the beginning of the semester.

E-mail

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

Electronic Portfolio

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio. This is a requirement for teaching certification/graduation.

Work Credit

No material prepared to meet requirements in one course may be used to fulfil the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

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

****If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.**

RECEIVED

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation

College: College of Education NOV 13 2008

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Action: [x] Course [] Program, [] Modify [x] Add [] Delete, [] Credit, [] Number, [] Title, [] Description, [] Other

Credit: [] Undergraduate, [x] Graduate, [] Other*, *Variable credit must be explained

Frequency: [] Every Term, [x] Yearly, [] Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program...

[x] Library resources are adequate [] Library resources need enhancement

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

PHED 7640 Research in Health and Physical Education 3 / 0 / 3

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):

This course focuses on critical examination of current research in the field of health and physical education and how this research can impact teaching methods and effectiveness. The specific focus is to help students understand research in health and physical education and how it can be utilized to help teachers become more effective.

Prerequisite(s)

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall /2009

Grading System: [x] Letter Grade [] Pass/Fail [] Other

Approval:

Department Chair: [Signature] 11/10/08; Dean of College: [Signature] 11/10/2008; Chair of TEAC: [Signature] 1/5/09

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman...

Chair, Undergraduate Academic Programs Committee Date; Chair, Committee on Graduate Studies Date 1-20-09

Vice President for Academic Affairs Date JAN - 7 2009

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

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Rationale for Physical Education Core (15 hours)

The five core courses for the PROPOSED MED in physical education program will, as previously described, be required of all degree candidates. These courses provide an opportunity for certified teachers and those seeking certification to meet together in a class that will be enriched by discussion across the two groups. These courses provide updated information and trends in foundational information that is part of many undergraduate programs, thus provides a “refresher” for certified teachers. Three of these are integrated into the Certification Concentration and have been previously described. The two others, both NEW courses, are described below.

Previously, a college-wide committee wrestled with the issue of teaching masters-level research courses within the college. After more than a year of discussion across departments, a proposal was presented to Administrative Council and approved. That proposal allowed the Department of Physical Education and Recreation, like the Department of Counseling and Educational Psychology, to teach its own basic research course specific to the research methods and applications in the fields of health and physical education. In-house teaching of this course is important because the research methods and foci used in health and physical education research are different from many other education disciplines. Further, their applications to our instructional settings (gymnasiums, outdoors, block schedules) vary from other education disciplines. The NEW research course in the PROPOSED curriculum is PHED 7640 – Research in Health and Physical Education. Note that we have taught this course as a Selected Topics class for the past two years, so the class has been field tested and refined.

PROPOSED (NEW)

PHED 7640 Research in Health and Physical Education

This course focuses on critical examination of current research in the field of health and physical education and how this research can impact teaching methods and effectiveness. The specific focus is to help students understand research in health and physical education and how it can be utilized to help teachers become more effective.

PHED 7640**RESEARCH IN HEALTH AND PHYSICAL EDUCATION**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

This course focuses on critical examination of current research in the field of health and physical education and how this research can impact teaching methods and effectiveness. The specific focus is to help students understand research in health and physical education and how it can be utilized to help teachers become more effective.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class

activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. compare and contrast the different types of research methodologies used in health and physical education
(Adaptive, Collaborative, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Reflective)
 (Baumgartner & Hensley, 2006; Berg & Latin, 2004; Hyllegard, Mood, & Morrow, 1996; Leedy, 1997; Miller, 2006; Mills, 2003; Patton, 2000; Thomas, Nelson, & Silverman, 2005);
2. describe reliability and validity and discuss why these concepts are vital in health and physical education
(Adaptive, Collaborative, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective)
 (Baumgartner & Hensley, 2006; Gay & Airasian, 2003; Hyllegard, Mood, & Morrow, 1996; Mills, 2003; Schloss & Smith, 1999; Thomas, Nelson, & Silverman, 2005);
3. describe how and why field-based research differs from traditional laboratory-based research and how this applies to health and physical education research
(Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective)
 (Baumgartner & Hensley, 2006; Berg & Latin, 2004; Gall, Borg, & Gall, 1996; Leedy, 1997; Miller, 2006; Mills, 2003; Patton, 2000; Pyrczak, 1999; Schloss & Smith, 1999; Thomas, Nelson, & Silverman, 2005);
4. compare and contrast the different types of statistical methods used in health and physical education research
(Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective)
 (Baumgartner & Hensley, 2006; Gall, Borg, & Gall, 1996; Gay & Airasian, 2003; Leedy, 1997; Miller, 2006; Mills, 2003; Patton, 2000; Pyrczak, 1999; Schloss & Smith, 1999; Thomas, Nelson, & Silverman, 2005);
5. describe the essential elements of sound research studies and evaluate current research in health and physical education based on these elements
(Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective)
 (Baumgartner & Hensley, 2006; Berg & Latin, 2004; Gall, Borg, & Gall, 1996; Gay & Airasian, 2003; Hyllegard, Mood, & Morrow, 1996; Leedy, 1997; Miller, 2006; Mills, 2003; Patton, 2000; Pyrczak, 1999; Schloss & Smith, 1999; Thomas, Nelson, & Silverman, 2005); and

6. discuss the importance of using sound research to impact instruction
(Adaptive, Decision Makers, Lifelong Learners, Reflective)
 (Baumgartner & Hensley, 2006)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text

Baumgartner, T. A., & Hensley, L. D. (2006). *Conducting & reading research in health & human performance* (4th ed.), Boston: McGraw-Hill.

References

- Berg, K. E., & Latin, R. W. (2004). *Essentials of research methods in health, physical education, exercise science, and recreation* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction* (6th ed.). New York: Longman.
- Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications*. (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Hyllegard, R., Mood, D. P., & Morrow, J. R. (1996). *Interpreting research in sport and exercise science*. St. Louis: Mosby.
- Leedy, P. D. (1997). *Practical research: Planning and design* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Miller, D. (2006). *Measurement by the physical educator, why & how* (5th ed.). Boston: McGraw-Hill.
- Mills, G. E. (2003). *Action research: A guide for the teacher researcher* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Patton, M. L. (2000). *Understanding research methods: An overview of the essentials* (2nd ed.). Los Angeles: Pyczak.
- Pyczak, F. (1999). *Evaluating research in academic journals: A practical guide to realistic evaluation*, Los Angeles: Pyczak.
- Schloss, P. J., & Smith, M. A. (1999). *Conducting research*. Upper Saddle River, NJ: Merrill.
- Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2005). *Research methods in physical activity* (5th ed.), Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework

The primary goals of this course are as follows: 1) describe the types of research performed in health and physical education; 2) describe reliability and validity and discuss why they are critical in health and physical education research; 3) describe how and why field-based research differs from traditional laboratory-based research and how this applies to health and physical education research; 4) compare and contrast the different types of statistical methods used in health and physical education; and 5) describe the essential elements of sound research studies and evaluate current research in health and physical education based on these elements.

At the completion of this course, students will have demonstrated achievement in the following areas: a) *decision making*: comparing and contrasting research methodologies and analyzing current research (**All Assignments**); *leadership*: taking responsibility for ongoing inquiry and serving as a leader during in-class assignments and presentations (**All Assignments**); c) *lifelong learning*: studying the various components and applications of research methodologies in health and physical education (**All Assignments**); d) *knowledge*: drawing on acquired knowledge and demonstrating understanding (**All Assignments**); e) *adaptive*: implementing research principles to learning situations and modifying these principles when necessary (**Assignment: 3, 4, & 5**); f) *proactive*: implementing new teaching strategies based on current research in health and physical education (**Assignments: 3, 4, & 5**); g) *reflection*: Engaging in ongoing, continuous reflection of the primary principles and research in the field of health and physical education (**All Assignments**); and h) *collaborative*: demonstrating skills during group presentations and group problem solving (**Assignments: 3, 4, & 5**).

Assignments

1. Midterm Exam (100 points)

This exam will include concepts covered during the first half of the semester.

Course Objectives: 1, 2, 3, 4

2. Final Exam (100 points)

The final exam will include concepts covered from the midterm through the second half of the semester.

Course Objectives: 1, 2, 3, 4

3. Manuscript evaluations (100 points)

These assignments will be varied. Some of these assignments will include identification and explanation of the type of research study while others will include examination of different sections of the manuscript for soundness of methods, background, results, etc.

Course Objectives: 3, 4, 5

4. Abstract comparisons (100 points)

These assignments will include the creation of a student abstract of a research study and then a comparison of it to the published abstract.

Course Objectives: 3, 4, 5

5. Project (100 points)

The project will be a field-based research project related to teaching health and physical education. Specifics of this project will be discussed in class.

Course Objectives: 3, 4, 5, 6

Grading Policy

A = 500 – 450 points (100–90%)

B = 449 – 400 points (89-80%)

C = 399 – 350 points (79-70%)

F < 350 points (<70%)

CLASS POLICIES**E-mail**

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Work Credit

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honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

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CLASS OUTLINE

Week	Topic
1	Introduction to Research
2	Historical Research & Descriptive Research in HPE
3	Experimental Research
4	Qualitative Research
5	Reliability and Validity
6	Correlation & Regression
7	Group Differences
8	Midterm Exam & Analyzing Titles, Problem Statements, & Hypotheses
9	Analyzing Abstracts
10	Analyzing the Introduction & Literature Reviews
11	Analyzing the Methodology
12	Analyzing the Results
13	Analyzing the Discussion and Conclusions
14 & 15	Analyzing Full Manuscripts
16	Final Exam

RECEIVED

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation

College: College of Education NOV 13 2009

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Action: [x] Course [] Program, [] Modify [x] Add [] Delete, [] Credit, [] Number, [] Title, [] Description, [] Other

Credit: [] Undergraduate, [x] Graduate, [] Other*, *Variable credit must be explained

Frequency: [x] Every Term, [] Yearly, [] Other

2009 JAN 23 AM 9:37

RECEIVED VP/AA

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

[x] Library resources are adequate [] Library resources need enhancement

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

PHED 7650 Analyzing Teaching for Professional Growth 3 / 0 / 3

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):

In this course, teachers focus on their development as professionals by critically analyzing research and practice of effective teaching in health and physical education. Techniques for observing and analyzing teachers are examined and applied to self and students.

Prerequisite(s)

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall / 2009

Grading System: [x] Letter Grade [] Pass/Fail [] Other

Approval:

Department Chair: [Signature] 11/10/08
Dean of College: [Signature] 11/10/2008
Chair of TEAC (if teacher prep. program): [Signature] 1/5/09

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

Vice President for Academic Affairs Date

JAN -7 2009

RECEIVED UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

As stated in the program rationale, a primary goal of the PROPOSED MED program is to develop effective health and physical education teachers. An integral part of that development is to build the ability to analyze and reflect on professional practice, in order to become a self-monitoring, consistently improving professional. The NEW course, PHED 7650 – Analyzing Teaching for Professional Growth, engages teachers in this practice by leading them to critically understand research and practice on effective teaching, and by teaching them to use a variety of instruments and strategies to evaluate and reflect on their own teaching.

PROPOSED (NEW)

PHED 7650 Analyzing Teaching for Professional Growth

In this course, teachers focus on their development as professionals by critically analyzing research and practice of effective teaching in health and physical education. Techniques for observing and analyzing teachers are examined and applied to self and students.

PHED 7650**ANALYZING TEACHING FOR PROFESSIONAL GROWTH**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

In this course, teachers focus on their development as professionals by critically analyzing research and practice of effective teaching in health and physical education. Techniques for observing and analyzing teachers are examined and applied to self and students.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. review the body of research on effective instruction in health and physical education
(*Lifelong Learner, Knowledgeable, Reflective*)
(Graber, 2001; Siedentop, 1988; Silverman, 1991; Silverman & Ennis, 2003);
2. identify issues related to the application of different research paradigms in research on teaching
(*Lifelong Learner, Knowledgeable, Reflective*)
(Graber, 2001; Siedentop, 1988; Silverman, 1991; Silverman & Ennis, 2003);
3. identify critical research questions related to teaching health and physical education and suggest research designs appropriate for an area of inquiry
(*Lifelong Learner, Knowledgeable, Reflective*)
(Graber, 2001; Siedentop, 1988; Silverman, 1991; Silverman & Ennis, 2003);
4. evaluate the appropriateness of observation tools by analyzing the instrument's validity, reliability, objectivity, and useability
(*Lifelong Learner, Knowledgeable, Reflective*)
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007);
5. identify observational techniques or methods used to collect data on aspects of instruction including teacher feedback, student use of cues, student off-task behavior, teacher and student use of time, student conduct, student perceptions, teacher demonstrations, content/skill progression, teacher enthusiasm, teacher questioning, and teacher movement
(*Lifelong Learner, Knowledgeable, Reflective*)
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Parker, 1989; Rink, 2006; Rink & Werner, 1989; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007);
6. list the advantages and disadvantages of different observational strategies, including reflection, intuitive observation, anecdotal records, rating scales, event recording, duration recording, and time sampling
(*Lifelong Learner, Knowledgeable, Reflective*)
(Rink, 2006);
7. demonstrate proficiency in the use of several tools for the systematic observation of student learning and instructor performance
(*Decision Maker, Leader, Lifelong Learner, Adaptive, Knowledgeable, Proactive, Reflective*)
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Parker, 1989; Rink, 2006; Rink & Werner, 1989; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007);

8. design an observational system for student and/or teacher behavior in a health and physical education setting
(*Decision Maker, Leader, Lifelong Learner, Adaptive, Knowledgeable, Proactive, Reflective*)
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Parker, 1989; Rink, 2006; Rink & Werner, 1989; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007); and
9. identify a question, collect valid and reliable data from an instructional setting to address the question, interpret the results and draw conclusions based on the data that will modify instructional practice
(*Decision Maker, Leader, Lifelong Learner, Adaptive, Knowledgeable, Proactive, Reflective*)
(Borich, 1999; Darst, Zakrajsek, & Mancini, 1989; Doolittle & Fay, 2002; Parker, 1989; Rink, 2006; Rink & Werner, 1989; Silverman & Ennis, 2003; South Carolina Physical Education Assessment Program, 2007).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Assigned readings from articles and materials provided by the instructor

Rink, J. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

References

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to the Conceptual Framework. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choosing appropriate observation instruments for specific objectives (**Assignment 3**); *leaders*: taking responsibility for decisions regarding teaching and capitalizing on opportunities to face teaching challenges (**Assignment 3**); *lifelong learners*: study the purpose and effectiveness of teaching in physical education and pedagogical instruments of analysis in physical education; apply them to teaching experiences (**Assignments 1, 3, 4**); *adaptive*: implement appropriate activities for all learners in teaching experiences and adjust to changing teaching situations based on systematic observation (**Assignment 3**); *knowledgeable*: draw on acquired knowledge, experience, and current research for effective teaching and systematic observation (**All Assignments**); *proactive*: use current research and experiences to meet the needs of all students (**Assignment 3**); *reflective*: engage in ongoing and continuous critical reflection of research and teaching (**All Assignments**).

Assignments

1. Quizzes and Commentaries (150 points)

Students will be given out-of-class reading assignments. A two-page commentary is to be completed with each assigned reading. Periodic, short quizzes on the readings and lectures will be given to help students keep up with course content.

Course Objectives: 1, 2, 3, 4, 5, 6, 7

2. Instrument Observer Proficiency (50 points)

Students will learn to use instruments for the systematic observation of student and teacher behaviors. Part of the experience in the class will involve the development of proficiency in several different instruments when applied to appropriate targets.

Course Objectives: 8

3. Instrument Design, Data Analysis, and Presentation (100 points)

Students will be required to state a research question, create or adapt an appropriate instrument, and collect and interpret the data. In addition, students will present the study and results to the class.

Course Objectives: 8, 9, 10

4. Final Exam (100 points)

Students will have an opportunity to demonstrate mastery of the fundamental concepts covered in readings and discussed in class.

Course Objectives: 1, 2, 3, 4, 5, 6, 7

Grading Policy

90-100%	A = 360-400 points
80-89%	B = 320-359 points
70-79%	C = 280-319 points
Less than 70%	F = less than 280 points

CLASS POLICIES

E-mail

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

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

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

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Introduction to the research and analysis of teaching and instruction in physical education
2	Research questions and theoretical bases in physical education; Current trends in physical education
3	Research questions and theoretical bases in physical education; Current trends in physical education
4	Observation techniques and tools; creating observational tools/techniques; authentic assessment
5	Student motor activity: ALT-PE; student use of time; content development: OSCD-PE; teacher feedback

6	Task presentation; Qualitative Measures of Teaching Performance Scale (QMTPS); teacher movement and location; student conduct
7	Student Presentations; review of major concepts
8	Student Presentations; review of major concepts Final Exam