

Memorandum

To: General Faculty

Date: March 5, 2012

Regarding: Agenda, Faculty Senate Meeting, March 9th at 3:00 pm TLC 1-303

The agenda for the March 9, 2012 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the February 17th meeting ([See Addendum I](#))
4. Committee Reports

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

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

A) College of Education

1) Department of Leadership and Applied Instruction

a) Bachelor of Science in Recreation

Request: Terminate

Action: Approved

b) Bachelor of Science in Secondary Teacher Education

Request: Terminate

Action: Approved

c) UTCH 2001 - Inquiry Approaches to Teaching

Request: Add; See attachment

Action: Approved

d) UTCH 2002 - Inquiry Based Lesson Design

Request: Add; See attachment

Action: Approved

e) UTCH 3001 - Knowing and Learning in Mathematics and Science Education

Request: Add; See attachment

Action: Approved

- f) UTCH 3002 - Classroom Interactions
Request: Add; See attachment
Action: Approved
 - g) UTCH 3003 - Project Based Instruction
Request: Add; See attachment
Action: Approved
 - h) UTCH 3004 - Inclusive Secondary Mathematics and Science Classrooms
Request: Add; See attachment
Action: Approved
 - i) UTCH 4000 - Apprentice Teaching
Request: Add; See attachment
Action: Approved
- B) College of Science and Mathematics
- 1) Department of Chemistry
 - a) Bachelor of Arts in Chemistry/Secondary Education
Request: Modify; align program with UTeach requirements; See attachment
Action: Approved
 - 2) Department of Geosciences
 - a) Bachelor of Science in Earth Science/Secondary Education
Request: Modify; align program with UTeach requirements; See attachment
Action: Approved
 - b) Bachelor of Science in Geography
Request: Modify Area F, learning outcomes, concentrations; See attachment
Action: Approved
 - c) Bachelor of Arts in Geography
Request: Terminate; See attachment
Action: Suspend; current majors may complete program; new majors cannot enroll
 - d) GEOG 3405 - Geographies of Sustainability
Request: Add; See attachment
Action: Approved
 - e) GEOG 4253 - Seminar in Economic Geography
Request: Add; See attachment
Action: Approved
 - f) GEOG 4500 - Moral Geographies
Request: Add; See attachment
Action: Approved

- g) GEOG 4643 - Seminar in Urban Geography
Request: Add; See attachment
Action: Approved
 - h) GEOG 4755 - GIS Database Design
Request: Add; See attachment
Action: Approved
 - i) GEOG 4757 - Programming and Customization in GIS
Request: Add; See attachment
Action: Approved
 - j) GEOG 4893 - Practicum in GIS
Request: Add; See attachment
Action: Approved
 - k) GEOL 3825 - Research Methods
Request: Add; See attachment
Action: Approved
- 3) Department of Mathematics
- a) Bachelor of Science in Mathematics/Secondary Education
Request: Modify; align program with UTeach requirements; See attachment
Action: Approved
- 4) Department of Physics
- a) Bachelor of Science in Physics/Plan D
Request: Modify; align program with UTeach requirements; See attachment
Action: Approved
- C) College of Social Sciences
- 1) Department of Criminology
- a) Bachelor of Science in Criminology
Request: Modify; delete pre-major criteria
Action: Approved
- 2) Department of Mass Communications
- a) Bachelor of Arts in Mass Communications
Request: Modify pre-major criteria, FMA track, electives, degree type; See attachment
Action: Approved
- 3) Department of Political Science & Planning
- a) Minor in Public Administration
Request: Add; See attachment
Action: Approved
 - b) POLS 4407 - European Environmental Policy

- Request: Add; See attachment
Action: Approved
- c) POLS 4408 - EU Science and Technology Policy
Request: Add; See attachment
Action: Approved
 - d) POLS 4411 - Federalism and Multilevel Governance in the EU
Request: Add; See attachment
Action: Approved
 - e) POLS 4412 - Democracy and the EU
Request: Add; See attachment
Action: Approved
 - f) POLS 4413 - Social Policy in Europe
Request: Add; See attachment
Action: Approved
 - g) POLS 4414 - History of European Integration
Request: Add; See attachment
Action: Approved
 - h) POLS 4507 - US-EU Relations
Request: Add; See attachment
Action: Approved
 - i) POLS 4508 - European Economic and Monetary Union
Request: Add; See attachment
Action: Approved
 - j) POLS 4509 - EU Law and Legal Systems
Request: Add; See attachment
Action: Approved
 - k) POLS 4510 - Foreign Policy and the EU
Request: Add; See attachment
Action: Approved
- 4) Department of Sociology
- a) Bachelor of Science in Sociology
Request: Modify; expand capstone options
Action: Approved
 - b) SOCI 4982 - Capstone: Internship
Request: Add
Action: Approved

Information Items:

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

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

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

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

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

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

Action Items:

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

- A) Motion: Graduate Programs requests approval of revised graduate course load expectations. **(See Addendum III).**
Preamble: The attached document is an edit and revision of the course load expectations previously found in the 2010-2011 graduate handbook.

- B) Graduate Faculty Appointment – Revision of previous COGS policy. **(See Addendum IV).**

The new policy replaces the previous COGS Appointment and Reappointment Guidelines. The new policy moves the approval process to the Colleges/School since faculty are vetted at this level; it details the requisites for appointment/reappointment to Regular, Limited-Term, and Permission-to-Teach categories and the process for approval.

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

1) School of Nursing

Edd in Nursing Education Program

The following course additions are the first level courses in the new Edd in Nursing Education program.

- a) Course: NURS-9001 Current Trends and Issues in Nursing
Request: Add
Action: Approved
- b) Course: NURS-9002 Quantitative Research in Nursing
Request: Add
Action: Approved
- c) Course: NURS-9003 Principles of Qualitative Inquiry
Request: Add
Action: Approved
- d) Course: NURS-9004 Teaching the Adult Learner
Request: Add
Action: Approved
- e) Course: NURS-9005 Nursing Theory in Nursing Education
Request: Add
Action: Approved
- f) Course: NURS-9006 Educational and Healthcare Policy
Request: Add
Action: Approved
- g) Course: NURS-9007 Applied Statistical Methods in Nursing
Request: Add
Action: Approved

Information Items:

A) College of Education

1) Educational Innovation

- a) Course: MEDT-7487: Practicum
Request: Modify

Action: Approved

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

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

Action Items:

- A) The Faculty Development Committee requests approval of the attached amendments to the Promotion and Tenure Revisions passed in the Faculty Senate on December 9, 2011. ([See Addendum VI](#)).

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

Information Items:

- A) Minutes from the Athletic Committee's 2/13/2012 meeting ([See Addendum VII](#)).
- A) Committee approved SACS Compliance Statement ([See Addendum VIII](#)).
- B) Approved Scope and Mission Statement developed by the Athletics Department as required by NCAA regulations ([See Addendum IX](#)).

Committee XI: Rules Committee (Chair, John Ponder)

Action Item:

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

5. Old Business

- A) Nominations for Senate Chair, 2012-2014.

Policies and Procedures, Article IV Section 2

The Chair of the Faculty Senate

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

1. Eligibility

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

2. Term of Office

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

3. Election of the Chair of the Faculty Senate

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

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

6. New Business

7. Announcements

8. Adjournment

Addendum I

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

February 17, 2012

1) The meeting was convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chair Chris Huff at 3:00 pm.

2) Roll Call

Present

Bar (substitute for Ashford), Barnhart, Reigner (substitute for Bucholz), Chesnut, Deng, de Nie, Doyle, Gant, Halonen-Rollins, Hansen, Hasbun, Hatfield, Hodges, Jenks, Johnson, J., Johnson, M., Kassis, Kilpatrick, Kramer, Leach, Lloyd, Mitchell, Moffeit, Kawulich (substitute for Packard), Parrish, Penco, Ponder, Pope, Popov, Rumann (substitute for Ringlaben), Rutledge, Sanders, Schmidt, Pashia (substitute for Smith), Thomas, Thompson, Williard, Yeong,

Absent

Banford, Blair, Gezon, Hannaford, Mayer, Morris, Noori, Pitzulo, Samples, Snaith

3) Approval of the minutes of the January 20th meeting

Correction: Popov substituted for Senator de Nie and Popov was not attending as the newly elected senate seat vacated by Cox

Minutes were approved as corrected by voice vote.

4) Request for the following action items to be added to the agenda

i) Undergraduate Programs Committee

(1) Proposal to accept a revised Critical Thinking Overlay Approved Courses

Addition to agenda approved by voice vote

ii) Graduate Programs Committee

(1) Course: PTED 7242 Language-Minority & Culture

Request: Delete

Action: Approved

Addition to agenda approved by voice vote

5) Committee Reports

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

Action Items:

- A) College of Social Sciences
 - 1) Department of Political Science and Planning
 - a) Program: B.A. Political Science
Request: Modify; add Pre-Law Track (review attachment)
Action: Approved
 - b) Program: B.S. Political Science
Request: Modify; add Pre-Law Track (review attachment)
Action: Approved

With no objection voiced, items were approved by unanimous consent.

B) Critical Thinking Overlay (See Attachment I)

Proposal to accept a revised Critical Thinking Overlay Approved Courses

Jon Anderson provided historical background. He reported that if the Senate passes this version it would be the third document that has been approved and sent to the BOR.

Item approved by voice vote.

Information Items:

- A) College of Arts and Humanities
 - 1) Department of Art
 - a) ART 3601 - Painting I: Watercolor
Request: Modify Title
Action: Approved
 - 2) Department of Theater
 - b) THEA 2291 - Acting I
Request: Modify Prerequisites
Action: Approved

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

Action Items:

- A) College of Education
 - 1) Collaborative Support and Intervention
 - a) Program: Endorsement - English to Speakers of Other Languages (ESOL)
Request: Modify
Action: Approved
 - b) Course: PTED 7239 Language and Culture in the Classroom
Request: Add
Action: Approved

- c) Course: PTED 7242 Language-Minority & Culture
Request: Delete
Action: Approved

With no objections, items A.1a-c were approved by unanimous consent

- d) Program: Master of Education with a Major in Professional Counseling (college student affairs track)
Request: Modify
Action: Approved

With no objections, item A.1d was approved by unanimous consent.

2) Educational Innovation

- a) Program: Post-baccalaureate Initial Certification in Media (School Library Media)
Request: Modify
Action: Approved
- b) Program: Master of Education with a Major in Media (IT)
Request: Modify
Action: Approved
- c) Program: Specialist in Education with a Major in Media (IT)
Request: Modify
Action: Approved
- d) Course: MEDT-7490 Visual and Media Literacy for Teaching and Learning
Request: Add
Action: Approved
- e) Course: MEDT 8462 Leading and Managing Instructional Technology Programs
Request: Add
Action: Approved

With no objections, items A.2a-e were approved by unanimous consent.

3) Leadership and Applied Instruction

- a) Program: Master of Art in Teaching (MATC)
Request: Terminate
Action: Approved
- b) Program: Specialist in Education with a Major in Middle Grades Education (EDS)
Request: Terminate
Action: Approved

No one was present to report on whether or not there are students currently in the program. Pres. Sethna said that if it was approved this concern would be researched prior to his accepting item.

With no objections, items A.3a and b were approved by unanimous consent.

B) College of Social Sciences

1) Criminology Department

- a) Course: CRIM-6003 Applied Statistics in Criminology
Request: Add
Action: Approved

With no objections, item B.1 was approved by unanimous consent.

Information Items:

A) College of Education

1) Collaborative Support and Intervention

- a) Course: PTED 7240 Literacy, Linguistics, and Second Language Acquisition
Request: Modification
Action: Approved

- b) Course: PTED 7241 Teaching English as a Second Language
Request: Modification
Action: Approved

2) Educational Innovation

- a) Course: MEDT-7468 Instructional Multimedia Design and
Request: Modify
Action: Approved

- b) Course: MEDT 7465 Digital Resources for Teaching and Learning
Request: Modify
Action: Approved

- c) Course: MEDT 7470 Digital Media Production and Utilization
Request: Modify
Action: Approved

- d) Course: MEDT 8484 Research on Media and Instructional Technology
Request: Modify
Action: Approved

- e) Course: MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
Request: Modify
Action: Approved

B) College of Social Sciences

1) Criminology Department

- a) Course: CRIM-6982 Directed Study
Request: Modify

Action: Approved

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

Action Items:

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

Graduation Policy

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

How to Apply

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

Spring Graduation - October 1

Summer Graduation - March 1

Fall Graduation - August 1

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

Graduation Policies:

1. Candidates may choose to meet the degree requirements of the current catalog or any catalog within six years prior to graduation, provided that the candidate was enrolled in the degree program during the year of the catalog chosen.
2. A student's graduation will be delayed one semester if:
 - a. all incomplete (I) grades are not removed and a grade recorded in the Registrar's Office by the grade deadline of the term in which the student is graduating;
 - b. transient, study abroad, credit by exam or any other type of credit is not recorded in the Registrar's Office by the grade deadline of the term in which the student is scheduled to graduate;
 - c. the student is not meeting graduation requirements after grades are posted for the term in which the student is scheduled to graduate.

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

With no objections, item was approved by unanimous consent.

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

Information Items:

- A) Committee addressed the crosswalk situation with UWG police Chief Tom Mackel at the Feb. 3 meeting. Mr. Mackel reported that Mr. Sutherland, the VP of Business and Finance, is planning to hire a consultant to conduct a traffic study, a good initiative towards alleviating our traffic and crosswalk woes.
- 6) Old Business

Action Item:

- A) Promotion and Tenure sections of the Faculty Handbook: Consider amendments to section 103.0201 of the changes that were approved by the senate in December 2011 Chris Huff, Senate Chair.

Rationale:

The section 103.0201 on department/college committee membership appears unclear on what restrictions and options are available to the School of Nursing and Library in regard to the forming of promotion and tenure committees. The addendum offers two amendments for consideration.

Huff withdrew the proposal for amendments and opened the floor for discussion on the following topics:

- a) How to form committees if there are not enough eligible faculty members:
 - (1) Include tenured Faculty from other Departments within your College/School
 - (2) Include tenured Faculty from other departments from other colleges or schools
 - (3) Include non-tenured faculty
 - (a) University wide
 - (b) School of Nursing (SON) exceptions
 - (4) Tenure-track faculty
 - (a) University wide
 - (b) SON exceptions
 - (5) Include non-tenure track
 - (a) Clinical faculty with terminal Degrees (SON)
 - (b) Clinical faculty with graduate degree (no terminal degree)
 - (c) Non-clinical faculty (e.g., lecturers and non-tenure-track instructors)
 - (6) Faculty from another campus (if so, procedures for selection should insure fairness)

- (7) Emeriti Faculty
- b) If there are no departments in a unit (e.g., SON & Library)
 - (1) Allow them to develop their own procedures which would eliminate the requirement of a departmental review)
 - (2) Question—Does this promote members voting twice because of the creation of two committees to address P/T process

Discussions ensued and straw votes were cast in order to inform the work of the Faculty Development Committee.

7) New Business

Action Item:

- A) Based on SACS requirements and the risks associated with unclear and unorganized institutional policy, the UWG SACS Liaison (Dr. Jon Anderson) the University General Counsel (Ms. Jane Simpson), and the University Risk Manager (Mr. Matt Jordan) propose the adoption of the UWG Policy on Institutional Policies. (See Attachment II).

Motion approved by voice vote

Information Item:

- A) The President's Special Commission to Improve Graduation Rates analyzed campus-wide feedback to identify five projects for implementation in 2012-2013. These projects received widespread support from faculty and staff and are likely to provide visible results in a relatively short period of time. The projects include:
 - Summer College Transition Program
 - Early Alert/Intervention
 - Withdraw/Retake Policies
 - Seats in Foreign Language
 - Courses that Students Cannot Get on Our Campus

Attachment III includes a description of each project and a list of people who have begun to work on the projects. Others who would like to participate in any of the five subcommittees are encouraged to contact Scott Lingrell or Myrna Gantner for more information.

8) Announcements

- a) Sethna reported on the current procedures and expectations for the FY13 Budget.
- b) Horvath announced that he would like the university to establish an ad hoc committee to explore the possibility of “themed” years.

9) Adjournment at 5:15

Attachment I

While all courses in the UWG core engage students in the critical process, courses that fit this overlay foreground critical thinking in their learning outcomes and syllabus structure. The specific learning outcome approved for the CT overlay is as follows:

"Students will demonstrate the ability to interpret, analyze, evaluate and explain various kinds of evidence, statements and arguments."

Below is the list of courses which students may use to satisfy the Critical Thinking Overlay Requirement in the UWG Core Curriculum. Students must take one course from this list as part of their completion of the core.

Anthropology 1100: Faces of Culture

Rationale: This course examines cross-cultural diversity and focuses on issues surrounding cultural comparison and analysis. Critical thinking is a primary component of the class structure and pedagogical design. Specifically the course is focused on contemporary patterns of cross-cultural diversity and the significance of concepts such as cultural relativism and ethnocentrism.

Relevant Learning Outcomes:

- To develop students who are better prepared for career demands in the 21st century
- To develop increased awareness of the diverse sources of information and tradition
- To develop enhanced problem solving and critical thinking skills

Anthropology 1102: Introduction to Anthropology

Rationale: This course examines both biological and cultural diversity, expanding critical thought to include case studies of both other non-human primates, as well as cultures across time and space. This course is 4-field and utilizes data from Cultural, Biological, Archaeological, and Linguistic Anthropology.

Relevant Learning Outcomes:

- students will describe how historical, economic, political, social, and spatial relationships develop, persist, and change
- students will gain the ability to appreciate and respect diversity and recognize the roles of various peoples in their culture
- students will gain the ability to critically analyze their own culture

Economics 2106: Introduction to Microeconomics

Rationale: Upon completion of the course, students will be able to demonstrate an ability to think critically about market activities, such as production decisions by firms, taxes and quotas from governments, observed purchases by consumers, and specialization and trade. This course teaches students the foundations for consumer and producer behavior, and after completing the class, students are well-prepared to analyze a variety of different business and consumer interactions within markets and to analyze pricing decisions, competitive issues, and external

benefits and costs associated with markets in nearly any real-world setting. As part of the course students are asked to graph and understand firm costs and production decisions, to solve for observed purchases and purchase prices in markets using supply and demand analysis, and to analyze the effects of different (and often conflicting) government interventions in the functions of markets.

Relevant Learning Outcomes:

- summarize in writing the key microeconomic concepts contained in an article from a business periodical, e.g., the *Wall Street Journal*
- recognize ethical and economic dimensions of government involvement in markets including regulation and the provision of public goods
- analyze current events using economic models such as supply and demand

English 1102: Composition II

Rationale: The course serves as a continuation of English 1101 and as an introduction to more sophisticated study of argument and textual analysis, focusing on the composition of increasingly complex analytical essays about written and visual texts. Students must demonstrate advanced competency in critical analysis and interpretation of texts. As part of the course, students learn to develop critical strategies that aid in understanding how texts can be variously interpreted. Students learn to ask questions of a text beyond, “Is the author right?” and will learn to ask questions about form, internal and social context, and rhetorical strategies in order to develop ways of taking texts apart. A basic familiarity with diverse strategies helps students in their own comprehension as well as facilitates understanding of secondary material.

Relevant Learning Outcomes:

- To develop reading, understanding, and interpreting of a broad range of written and visual texts from a variety of genres, including but not limited to nonfiction, fiction, poetry, drama, and film.
- To extend the skills of analytical writing, critical thinking, and argumentative interpretation of meaning established in English 1101.
- To enhance the understanding of literary principles and the use of basic terms important to critical writing and reading.
- To construct essays using textual evidence from both primary and secondary sources.

Philosophy 2010: Introduction to Philosophy

Rationale: While the specific thinkers and philosophical issues treated can vary from section to section, students in every section are required to interpret and evaluate the evidence that those thinkers have provided for their respective philosophical views. For example, students studying Plato’s *Apology* will not be required simply to analyze and explain the arguments Socrates gives therein but will also be required to evaluate those arguments, i.e., to say whether they are good or bad, and to say *why* they are good or bad. In addition, students are required to comparatively assess arguments (concerning how to attain happiness, for example) to determine why and how one argument is stronger than or weaker than another. Across various sections of PHIL 2010, students identify, analyze and evaluate philosophical arguments in a variety of contexts, including class discussions, response papers, formal essays, and in-class examinations.

Relevant Learning Outcomes:

- Clearly explain and critically address a philosophical position in both written and oral form
- Analyze and compare philosophical positions

Philosophy 2020: Critical Thinking

Rationale: The primary purpose of this course is to enable students to identify and evaluate arguments as they occur in ordinary, real-world contexts. As such, nearly everything that students do in every section of this class is directed toward the identification, analysis, and evaluation of evidence and arguments.

Relevant Learning Outcomes:

- Identify deductive and inductive argumentation;
- Distinguish fact and informed opinion from mere opinion in a variety of argumentative contexts;
- Organize evidence and compose persuasive arguments, both orally and in writing;
- Identify and distinguish formal and informal fallacies of reasoning;
- Identify, develop, and analyze reasons in support of a conclusion.

Philosophy 2030: Introduction to Ethics

Rationale: This course requires that students not only demonstrate that they understand the various moral arguments covered but also that they evaluate those arguments. For example, in coverage of the abortion debate, students are required not only to state selected arguments in support of pro-life and pro-choice positions, but to provide a reasoned assessment of those arguments; it requires not only that they state the respective justifications that utilitarians and Kantian deontologists have provided for punishing criminals but also to say which tradition has, in their view, provided the stronger defense of criminal punishment. Across various sections of PHIL 2030, students identify, analyze and evaluate ethical arguments in a variety of contexts, including class discussions, response papers, formal essays, and in-class examinations.

Relevant Learning Outcomes:

- recognize and apply basic patterns of logical reasoning within ethical contexts;
- describe selected theories within meta-ethics and normative ethics, as well as selected arguments for and against those theories;
- describe positions and facts relevant to selected issues within applied ethics (such as abortion, physician-assisted suicide, capital punishment, animal rights, torture, and homosexuality);
- discuss in both oral and written discourse the ethical theories and issues explored in the course.

Theater 2050: Self-Staging

Rationale: Students in THEA 2050 must continually practice active listening to critically evaluate what they hear. Additionally, assignments charge students to research and develop a series of speeches, effectively evaluate methods of persuasion and recognize and evaluate performance and persuasion in presentations. The aim of this class is to develop the critical and analytical skills needed to construct a logical argument, speak clearly and concisely on a variety

of topics and ultimately gain a basic understanding of the art of both informal and formal presentations.

Relevant Learning Outcomes:

- To become active listeners who critically evaluate what they hear
- To be able to effectively evaluate methods of persuasion
- To be able to recognize and evaluate performance and persuasion in presentations
- To develop the critical and analytical skills needed to construct a logical argument

XIDS 2100: Interdisciplinary Studies in Arts and Ideas

Rationale: Each iteration of XIDS 2100 course is approved through a template which requires that it include both content material and theoretical or pedagogical approaches from a range of different disciplines within Core Area C (art, literature, music, philosophy, film, theater). In this way, each iteration of the course requires students to interpret, analyze, evaluate and explain evidence, statements and arguments from different artistic and humanistic perspectives. Since the XIDS learning outcomes require that students be able to explain and account for content material from and theoretical approaches to, a given topic from at least two different disciplines, all these courses would meet the overlay. XIDS 2100 courses are topic or theme-driven rather than discipline specific. This approach requires that students compare, interpret and evaluate the contributions of different disciplines when they analyze the topic under consideration.

Relevant Template Learning Requirements:

The Arts and Ideas template requires the integration of art, music, theatre, film, or photography with philosophy, English, foreign languages and literatures, or another approved discipline.

Proposals must:

- Describe the contribution of each of the disciplines.
- Discuss how students are required to integrate various disciplines' concepts and perspectives in their analysis of the course topic.

XIDS 2300: Interdisciplinary Studies in the Social Sciences

Rationale: Each iteration of XIDS 2300 is approved through a template which requires that it include both content material and theoretical or pedagogical approaches from a range of different disciplines in history and the social sciences (anthropology, economics, political science, sociology, criminology, psychology). In this way, each iteration of the course requires students to interpret, analyze, evaluate and explain evidence, statements and arguments from different social science perspectives. Since the XIDS learning outcomes require that students be able to explain and account for content material from and theoretical approaches to, a given topic from at least two different disciplines, all these courses would meet the overlay. XIDS 2300 courses are topic or theme-driven rather than discipline specific. This approach requires that students compare, interpret and evaluate the contributions of different disciplines when they analyze the topic under consideration.

Relevant Template Learning Requirements:

The Social Sciences template requires the synthesis of at least two disciplines with the social sciences (anthropology, geography, economics, history, sociology, political science, psychology). Proposals must:

- Describe the contribution of each of the disciplines.
- Discuss how students are required to integrate various disciplines' concepts and perspectives in their analysis of the course topic.

Appendix:

Online materials:

Description and Learning Outcomes for English 1102

<http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/English1102CourseDescription.htm>

Approval template for sections of XIDS 2100

http://www.westga.edu/xids/index_6624.php

Approval template for XIDS 2300

http://www.westga.edu/xids/index_6635.php

Attachments:

Sample syllabus for ANTH 1100, 1102

Sample syllabus for ECON 2106

Sample syllabus for ENGL 1102

Sample syllabus for PHIL 2010, 2020, 2030

Sample syllabus for THEA 2050

Sample syllabus for an XIDS 2100 offering (Introduction to Gender Studies)

Sample syllabus for an XIDS 2300 offering (Introduction to Canadian Studies)

Attachment II

Proposed Senate Action Item

In preparation for the SACS Maintenance Review, it is imperative that UWG have clear and organized institutional policies. Please review the SACS requirements for institutional policies below

Excerpts from the Southern Association and Colleges of Schools Commission on Colleges (SACSCOC) Principles of Accreditation: Foundations for Quality Enhancement, 2012 Edition.

Introduction to the Core Requirements

“Implicit in every Core Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.”

Introduction to the Comprehensive Standards

“Implicit in every Comprehensive Standard mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.”

Introduction to the Federal Requirements

“Implicit in every Federal Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.”

Excerpt from the SACS Best Practices on Developing Policy and Procedures Documents (June, 2010)

“A functional policy is one that is broad enough to encompass all aspects of the issue addressed, not just one or several facets of it. It is approved through the appropriate institutional processes and published in appropriate institutional publications and on the institutional website in order to ensure accessibility to those affected by the

policy and its related procedures.”

Proposed Senate Action Item:

Based on these SACS requirements and the risks associated with unclear and unorganized institutional policy, the UWG SACS Liaison (Dr. Jon Anderson) the University General Counsel (Ms. Jane Simpson), and the University Risk Manager (Mr. Matt Jordan) propose the adoption of the the UWG Policy on Institutional Policies.

University of West Georgia Policy

UWG POLICY NUMBER: 001

UWG POLICY NAME: Policy on Institutional Policies

FULL POLICY TEXT

- **Policies shall be subordinate to federal and state laws, and the Board of Regents Policy Manual.**
- **Policies shall be approved and signed by the President of the University.**
- **Policies** shall be in writing, be approved through an institutional process, be published in appropriate institutional documents accessible to those affected by the policy, and be implemented and enforced by the institution.
- **Policies** shall adhere to a standard, prescribed format.

SIGNATURE OF THE PRESIDENT

University President

Date

POLICY ADMINISTRATION

Short Title: "Institutional Policies"

Effective Date: Upon Signature of the President

Cancels/Supersedes: N/A

Revision Dates: N/A

Oversight: University President

Authority and Purpose

The Georgia Constitution grants the Board of Regents the exclusive right to govern, control, and manage the University System of Georgia. The Board of Regents Policy Manual gives executive and discretionary authority to each university president to promote the efficient operation of the institution.

Policies align the university's operations and practices with its mission and goals; and provide structure to keep the university in compliance with all regulatory requirements. They define parameters to manage risk effectively, and serve as a framework in the decision-making process.

This document mandates the basic requirements for establishing, communicating, and maintaining policies.

Definitions

Policy – a principle, or set of principles, that apply to the affairs of the university as a whole. The term “policy” in university communication only applies to those that have been approved by the President.

**University of West Georgia
Prescribed Format for Institutional Policy**

POLICY NUMBER: (Assigned by the University General Counsel)

POLICY NAME:

SIGNATURE OF THE PRESIDENT

FULL POLICY TEXT

POLICY ADMINISTRATION

Short Title:

Effective Date:

Cancels/Supersedes:

Revision Dates:

Oversight:

Authority and Purpose:

Definitions:

Working List of Required Institutional Policies and Data for SACS visit (as of January 2012)

Principle	Policy Needed	Data / Information Needed
2.8	Policy on the definition of full-time faculty Policy on the adequacy of full-time faculty by program and location	List of Academic programs by location and the percent of full time faculty teaching courses and percent of credit hours taught at each location in each program.
2.11.2	Policy on adequacy of physical resources	Data on space allocation for programs and services
3.2.7	Policy on the administration of the implementation of institutional policies	Current Organizational chart that delineates the responsibility for the administration of policy
3.2.9	Policy the appointment and evaluation of all personnel	
3.2.10	Policy on the evaluation of administrators	
3.2.11	Policies and regulations related to intercollegiate athletics and the president's oversight and relationship to outside foundations	Documentation of the reporting arrangements of the athletics director
3.2.14	Policy on the ownership of materials, compensation, copyright, and revenue i.e. intellectual property	
3.4.3	Policy on Admissions	
3.4.4	Policy on the acceptance of transfer and "other" credit	
3.4.5	Publication of academic policies	
3.4.6	Policy on awarding credit by delivery mode	
3.4.11	Policy on Academic Qualifications for Program Directors	
3.5.4		At least 25% of the course hours in each major at the baccalaureate level are taught by faculty member holding an appropriate terminal degree
3.7.1	Policies on the qualifications and competence of the faculty	
3.7.5	Policy on the responsibility and authority of faculty in academic and governance matters	
3.9.1	Policies governing student rights and responsibilities	
3.9.2	Policies governing student records	
3.9.3	Policies of sufficiency of qualified staff	
4.1		Documentation of student success (completion by discipline, pass rates on state licensing, job places rates, state licensing examinations, student portfolios)
4.3	Policies on grading and refunds	
4.5	Policy and Procedures on written student complaints	
4.8.1	Policy that verifies that the student completing is the student who enrolled	

4.8.2	Written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs	
4.8.3	Written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity	
4.9	Policies for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education	

Attachment III

The President's Special Commission to Improve Graduation Rates Top Five Projects for 2012-2013

Summer College Transition Program

Analysis revealed that a significant part of our admit pool is underprepared for college-level work. Therefore, we will develop a Summer College Transition Program where these students will come in early and participate in a very intensive program designed to help them prepare for the rigors of academic life. Students will take credit-bearing courses, and participate in structured academic support activities during the July session prior to the start of their first fall term.

Early Alert/Intervention

Although we already have a lot of intervention and academic support programs that help students, there is not a required, systematic process by which we identify and intervene with at-risk students early in their first term. We will implement an early alert system to identify students who are at-risk, or showing signs of behaviors that lead to failure. We will then mobilize our considerable resources to intervene early, so as to provide the best opportunity to succeed.

Withdraw/Retake Policies

Currently students have unlimited opportunity to Withdraw from a course and Retake a course (with grade replacement). The policies make it much too easy to “give up” and not put the effort into succeeding in a course that a student has attempted. We will be reviewing these policies, possibly changing them to encourage students to invest the effort to succeed. This may be done by limiting the number of withdraws or retakes, and/or changing how grades are given or GPAs calculated based on the number of times a particular course is repeated.

Seats in Foreign Language

Our analysis shows that an insufficient number of seats in foreign languages classes creates a barrier to timely graduation at UWG. The issue is that we do not have enough seats in foreign language courses to satisfy the demand. Over time, this has manifested in a situation whereas only upperclassmen can get into the course because of registration times excluding freshmen and sophomores due to courses already being filled. An additional issue is that once Juniors and Seniors are finally able to register for the course, they have four semesters—which doesn't leave much room for breaks or retakes (in case they do poorly). Therefore, their graduation is delayed. We will be reallocating funds to offer more seats in introductory sections of foreign languages so that we can relieve the backlog of upperclassmen that need the courses while simultaneously providing seats for entering freshman so they can complete the requirement early.

Courses that students cannot get on our campus

We have identified several courses that, because of scheduling problems, our students are advised to take at another institution. This slows them down and creates a barrier to their progress towards timely graduation. We will identify the specific courses where this is happening, and reallocate funds to offer the courses in question.

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Academic Programming Subcommittee

Ann Barnhart, Library
David Newton, English
Helen Steele, First Year Experience
Marjorie Snipes, Anthropology
Stacey Rowland, Distance Ed
Kimberly Jordan, Financial Aid
Jon Anderson, VPAA

Support Programming Subcommittee

Cheryl Rice, Excel
Katie Jordan Mosley, Excel
Christie Lock, Excel
Sam Oduselu, Career Development
First Year Writing Center Rep.

Logistics Subcommittee

Steve Whitlock, Housing and Residence Life
Deb Smith, Housing and Residence Life
Elizabeth Smith, Auxiliary
Justin Barlow, Admissions
Scot Lingrell, VPSAEM
Casey Shostack, VPSAEM

Social Programming Subcommittee

Chris Geiger, Center for Student Involvement
Deb Smith, Housing and Residence Life
Emily Tietlebaum, Center for Student Involvement
Janice Balte, Financial Aid
Ashley Lewis, Excel

Assessment Subcommittee

Stacey Rowland, Distance Learning
Cheryl Rice, Excel
Jon Anderson, VPAA
Scot Lingrell, VPSAEM

Early Alert/Intervention

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Team

Denise Overfield, Arts and Humanities

Diane Williamson, RCOB

Laura Lamb, Academy

Helen Steele, First Year Experience

Cheryl Rice, Excel

Bonnie Bar, Faculty/Special Commission member

Camilla Gant, Undergraduate Programs Committee of Faculty Senate

Myrna Gantner, VPAA

Withdraw/Retake Policies

Currently students have unlimited opportunity to Withdraw from a course and Retake a course (with grade replacement). The policies make it much too easy to “give up” and not put the effort into succeeding in a course that a student has attempted. We will be reviewing these policies, possibly changing them to encourage students to invest the effort to succeed. This may be done by limiting the number of withdraws or retakes, and/or changing how grades are given or GPAs calculated based on the number of times a particular course is repeated.

Team

Dianne Hoff, COE

Cindy Epps, School of Nursing

Laura Edmonds, School of Nursing

Diane Williamson, RCOB

Scott Gordon, COSM

Kathy Jones, COE

Christie Rabern, RCOB

Melanie Hildebrandt, Honors College

Paul Rutledge, Faculty/Special Commission member

David Boldt, Faculty/Special Commission member

Kimberly Jordan, Financial Aid

Donna Haley, Registrar

Ebenezer Kolajo, Institutional Research

Rob Kilpatrick, Academic Policies Committee of Faculty Senate

Scot Lingrell, VPSAEM

Myrna Gantner, VPAA

Seats in Foreign Language

Our analysis shows that an insufficient number of seats in foreign languages classes creates a barrier to timely graduation at UWG. The issue is that we do not have enough seats in foreign language courses to satisfy the demand. Over time, this has manifested in a situation where only upperclassmen can get into the course because of registration times excluding freshmen and sophomores due to courses already being filled. An additional issue is that once Juniors and Seniors are finally able to register for the course, they have four semesters—which doesn't leave much room for breaks or retakes (in case they do poorly). Therefore, their graduation is delayed. We will be reallocating funds to offer more seats in introductory sections of foreign languages so that we can relieve the backlog of upperclassmen that need the courses while simultaneously providing seats for entering freshman so they can complete the requirement early.

Team

Felix Tweraser, Chair, Foreign Languages

Camilla Gant, Undergraduate Programs Committee of Faculty Senate

Scott Gordon, COSM

Emily Hall, Excel

Diane Williamson, RCOB

Jon Anderson, VPAA

Myrna Gantner, VPAA

Jim Dillon, Faculty/Special Commission Member

Danny Gourley, Excel

Courses that students cannot get on our campus

We have identified several courses that, because of scheduling problems, our students are advised to take at another institution. This slows them down and creates a barrier to their progress towards timely graduation. We will identify the specific courses where this is happening, and reallocate funds to offer the courses in question.

Team

Dianne Hoff, College of Education

Diane Williamson, RCOB

Scott Gordon, College of Science and Math

Kathy Jones, College of Education

Christie Rabern, RCOB

Melanie Hildebrandt, Honors College

Laura Edmonds, School of Nursing

Joy Arnold, Excel

Danny Gourley, Excel

Duane Yoder, Computer Science

Myrna Gantner, VPAA

Addendum II

Program View Request (Read-Only)

Originator

College of Education
College

Leadership and Applied Instruction
Department

Butts, Frank
Originator

Action

Add Modify Deactivate Terminate Reactivate

Modifications

Program Name	Program Description	Degree Name	See Modification Details
--------------	---------------------	-------------	--------------------------

Program Selection

College of Education
College

Bachelor of Science in Recreation (BSR)
Program

Bachelor of Science in Recreation (BSR)
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science in Education
Degree Name

Summer 2012
Effective Semester/Year

Modification Details

Terminate this degree from the list of degrees offered at the University of West Georgia

(Max 4000 characters)

Rationale

With the approval of the B.S. in Sport Management, the BSR degree is no longer viable at UWG. There are no students in the BSR program and the University has not accepted students into this program since 2009.

(Max 4000 characters)

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment: 0

Comments

(Max 4000 characters)

College Approvals

Frank Butts [APPROVED 2012-01-26]

Chair, Course Department

Dianne Hoff [APPROVED 2012-02-01]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-29]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Program View Request (Read-Only)

Originator		
College of Education <small>College</small>	Leadership and Applied Instruction <small>Department</small>	Butts, Frank <small>Originator</small>

Action				Modifications				
Add	Modify	Deactivate	Terminate	Reactivate	Program Name	Program Description	Degree Name	See Modification Details

Program Selection			
College of Education <small>College</small>	Bachelor of Science in Secondary Teacher Education (BSED) <small>Program</small>		
Bachelor of Science in Secondary Teacher Education (BSED) <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>	
Bachelor of Science in Education <small>Degree Name</small>	Summer <small>Effective Semester/Year</small>	2012	

Modification Details
Terminate this degree from the list of degrees offered at the University of West Georgia
<small>(Max 4000 characters)</small>

Rationale
There is no evidence that this degree was ever offered at UWG. In 2000, all Secondary Education degrees were actually moved to specific academic departments across campus and a general BS in Secondary Education is no longer used as a route to teacher certification. Undergraduate students seeking to gain a Georgia teaching certificate major in content specific, academic departments, not the College of Education.
<small>(Max 4000 characters)</small>

Planning Info
Library Resources are Adequate
Library Resources Need Enhancement
Present or Projected Annual Enrollment: 0

Comments
<small>(Max 4000 characters)</small>

College Approvals
Frank Butts [APPROVED 2012-01-26] Chair, Course Department
Dianne Hoff [APPROVED 2012-02-01] Associate Dean, College of Education

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

Other Approvals
Camilla Gant [APPROVED 2012-02-29] Chair, Undergraduate Academic Programs Committee

Final Approval
Jon Anderson [REQUIRED]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied Instruction
Department

College of Education
College

Hooper, Mary
Originator

Action

Add Modify Delete

Modifications

Prerequisites	Description	Title	Credit	See Comments
---------------	-------------	-------	--------	--------------

Course Details

UTCH 2001 Inquiry Approaches to Teaching
Prefix Number Course Title

This course provides students with an opportunity to explore teaching in science, mathematics, or computer science as a career, early field experiences in teaching, and an introduction to the theory and practice that is necessary to design and deliver excellent instruction. The course requires two field experiences (one hour each) in designated science and math classes at local schools and satisfactory results on the College of Education Criminal Background Check .

Course Catalog Description

1		1	Fall - 2012	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

The course requires two field experiences (one hour each) in designated science and math classes at local schools and satisfactory results on the College of Education Criminal Background Check .

Rationale

This course is part of the UTeach Model. UWG is one of three USG Institutions implementing this model as part of the Race to the Top funding. This course is a required part of our implementation. An overview of the UTeach Model and the syllabus for UTCH 2001 is included in this request.

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement
Present or Projected Annual Enrollment: 120

Comments

This is a recruitment and introduction to teaching course.

College Approvals

Cross Listing Approvals

Frank Butts [APPROVED 2011-12-03]
Chair, Course Department

Dianne Hoff [APPROVED 2012-01-18]
Associate Dean, College of Education

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Camilla Gant [APPROVED 2012-02-22]
Chair, Undergraduate Academic Programs Committee

Jon Anderson [REQUIRED]
Chair, Faculty Senate

UTeach West Georgia

UTeach is an innovative and highly successful teacher preparation program for students majoring in science, mathematics, and computer science. The University of West Georgia is one of three institutions in the state selected to replicate the UTeach model.

UTeach was specifically created to attract the widest range of bright science, mathematics, and computer science majors into secondary teaching careers, to prepare them with an advanced field-intensive curriculum, and to promote field retention through induction support and ongoing professional development.

In addition to the science or mathematics Bachelor's Degree requirements, each candidate completes the UTeach Curriculum which includes up to nine hours of specialized STEM Content courses in the College of Science and Mathematics. The College of Education is responsible for admitting candidates to the 23 credit hour UTeach Teacher Education Program. The UTeach Teacher Education Program is a 23 credit hour, field-intensive performance-based sequence of courses that includes two Recruitment Courses, four STEM Education Courses, and a nine hour Apprentice Teaching component. Candidates must achieve satisfactory results on the College of Education Criminal Background Check as part of the UTCH 2001.

UTeach West Georgia Curriculum Overview

UTeach offers a streamlined, field-intensive curriculum that is firmly situated within the domains of math and science

COE: Recruitment/ Introduction to Teaching

UTCH 2001:
Inquiry Approaches to Teaching

UTCH 2002:
Inquiry Based Lesson Design

COSM: Specially Designed Content Courses

STEM 3815:
Perspectives on Science & Mathematics

BIOL; CHEM; PHYS; MATH;
GEOL 3825
Research Methods: Cross Listed

MATH 3805
Functions & Modeling

COE: STEM Education Courses

UTCH 3001: Knowing & Learning in Mathematics and Science Education

UTCH 3002:
Classroom Interactions

UTCH 3003:
Project-Based Instruction

UTCH 3004:
Inclusive Mathematics and Science Classrooms

UTCH 4000: Apprentice Teaching (9 Hours)

ADMISSION AND RETENTION POLICIES AND PROCEDURES FOR UTEACH WEST GEORGIA TEACHER EDUCATION PROGRAM

ADMISSION

Regular admission to the UTeach teacher education program is a prerequisite to enrollment in Apprentice Teaching. Provisional admission is a prerequisite to enrollment in COE STEM Education Courses. Eligibility requirements for admission to UTeach Teacher Education for undergraduate programs include the following.

1. Completion of all core requirements for Areas A, B, C, D, E, and F, to include UTCH 2001 and UTCH 2002.
UTeach Candidates may be provisionally admitted prior to completion of all core requirements if they have achieved full status as a Sophomore AND successfully completed UTCH 2001 and UTCH 2002 with grades of B or better.
2. Overall minimum GPA.
 - a. A grade point average of 2.7 overall in academic work completed.
UTeach Candidates may be provisionally admitted if they have achieved a minimum grade point average of 2.5 overall in academic work completed.
3. Proficiency in oral communication as demonstrated by a grade of C or better in COMM 1110 and/or other means determined by the department, e.g., interviews or tapes of oral communication.
4. Satisfactory completion of the basic skills test (or exemption) required of all candidates admitted to teacher education—GACE Basic Skills Assessment or Praxis I. (Praxis I is appropriate only for candidates who achieved a passing composite score on this test by September 1, 2006.) See individual advisors for specific details. All out-of-state transfers must fulfill this requirement during the first term enrolled at the University of West Georgia.
5. Satisfactory results on the College of Education Criminal Background Check conducted at the beginning of UTCH 2001 and prior to enrollment in Apprentice Teaching.
6. Completion of any other additional requirements specified by individual departments, e.g., a departmental interview.

Candidates who were previously enrolled, but have not been in attendance for two semesters must apply for readmission with the Registrar's Office and with the College of Education. Students must meet current Teacher Education requirements.

ADMISSION UNDER ACADEMIC RENEWAL POLICY

1. Eighteen semester hours of course work must be completed after admission under academic renewal before applying for admission to teacher education. The minimum GPA for the appropriate program must be maintained in these 18 hours (see requirement #2 on front page).
2. Requirements #3-9 apply (listed under *Admission* section).

PROCEDURE FOR ADMISSION TO TEACHER EDUCATION

Candidate files for admission to Teacher Education with the appropriate program advisor.

RETENTION

In addition to the specific requirements for admission to teacher education, students must meet the following requirements for retention in teacher education programs.

1. Demonstrate knowledge, skills, and dispositions appropriate for the various stages of their preparation program.
2. Maintain the minimum overall GPA required for admission to the particular program.
3. Earn a grade of C or better in all professional education courses, teaching field courses, and supporting courses for the teaching field. Students who fail to make a C or better can move forward with approval of the Department Chair except in cases where prerequisites have not been met.
4. Complete successfully all clinical and/or field experiences undertaken prior to the next step in the sequence, including exhibiting responsible professional dispositions at the field placement sites and in interactions with peers, faculty, students, and parents.
5. Exhibit professional conduct as outlined in the Code of Ethics adopted by the Professional Standards Commission. A complete text of the Georgia Code of Ethics is available at <http://www.gapsc.com/Professionalpractices/NEthics.asp>

PROGRAM COMPLETION REQUIREMENTS

Candidates must meet the following requirements for successful completion of the teacher education program. Candidates are recommended for the Georgia educator certificate only upon successful completion of the teacher education program.

1. Complete specific bachelor degree program requirements as applicable.
2. Complete specific program requirements as obtained from the appropriate department.
3. Earn a grade of C or better in all professional education courses, teaching field (content) courses, and supporting courses for the teaching field.
4. Complete successfully all field experiences, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.
5. Earn a passing score on the appropriate certification test of the teaching field content, as required for certification by the Professional Standards Commission.

Advisor Printed Name _____ Advisor Signature _____

Date _____

Student Printed Name _____ Student Signature _____

Date _____

Adopted 11/11

UNIVERSITY OF WEST GEORGIA
UTeach Teacher Education Program

NAME _____ ID# _____
 MAJOR _____ GACE/EXEMPTION _____
 TEP _____
 CORE COMPLETED _____ GA History _____
 GA Constitution _____
 GPA _____

*Indicates Field Experience, forms must be completed by posted deadlines

UTeach Teacher Education CLASSES:

_____ UTCH 2001
 (Criminal Background Check required)

2.7 GPA

_____ UTCH 2002

_____ UTCH 3001

_____ UTCH 3002*

_____ UTCH 3003*

_____ UTCH 3004 (Concurrent w/UTCH 4000)

_____ UTCH 4000 Apprentice Teaching*
 (Criminal Background Check required)

Core A	Core B	Core C	Core D	Core E

 Student Signature

 Advisor's Signature

 Date

<u>Area</u>								
<u>F-</u>								
<u>Major</u>								
<u>courses</u>								

Step 1: Inquiry Approaches to Teaching

Semester Hours 1

Semester/Year Spring 2012

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone

Email

Fax

Online

Support

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

CourseDen Help
<http://www.westga.edu/~distance/wcbct1/help>

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

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

COURSE DESCRIPTION

This course provides students with an opportunity to explore teaching in science, mathematics, or computer science as a career, early field experiences in teaching, and an introduction to the theory and practice that is necessary to design and deliver excellent instruction.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping

themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National Science Education Standards and the Standards of the National Council for Teachers of Mathematics, as well as the standards of both the Georgia Science Teachers Association and the Georgia Council of Teachers of Mathematics guide the program and help establish the criteria against which candidates are measured.

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

APPROACHES TO INSTRUCTION

Inquiry, constructivist problem-solving, small group and large group collaborative discussions, peer teaching, guest speakers, field based teaching.

COURSE OBJECTIVES

<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
demonstrate science or mathematics content knowledge in the planning and teaching of three upper elementary grade lessons.	<ul style="list-style-type: none"> • a paragraph in each lesson plan that provides background information on the concepts presented, including relevant district, state, or national standards • content accuracy throughout each lesson plan • written feedback by the mentor teacher and/or master teacher following observations of student teaching
utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> • participation in demonstrations of model lessons selected from exemplary sources • sources cited in each lesson plan
write performance objectives aligned with national and state standards and assessments of those objectives for each lesson.	<ul style="list-style-type: none"> • performance objectives and corresponding assessments included in each lesson plan • standards cited in each lesson plan

<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
design and teach inquiry-based lessons using the 5E Instructional Model.	<ul style="list-style-type: none"> • three inquiry-based lesson plans • written feedback on draft lesson plans by master teacher prior to student teaching • written feedback by the mentor teacher following observations of student teaching • written feedback by a master teacher following observations of student teaching
demonstrate awareness of personality and learning differences and discuss the implications for teaching and learning.	<ul style="list-style-type: none"> • completion and analysis of personal learning difference or personality survey instrument • participation in class discussions on the implications of personality and learning differences for teaching and learning
use probing questions to elicit feedback to determine students' acquisition of knowledge.	<ul style="list-style-type: none"> • participation in class discussions on questioning strategies • extensive examples of possible questions and expected responses listed in each lesson plan • written feedback on draft lesson plans by master teacher prior to student teaching • written feedback by the mentor teacher following observations of student teaching • written feedback by a master teacher following observations of student teaching
discuss strategies for achieving instructional equity.	<ul style="list-style-type: none"> • discussion of strategies for achieving instructional equity • participation in class activities modeling strategies for achieving instructional equity
demonstrate proficiency in the use of technology for professional productivity purposes.	<ul style="list-style-type: none"> • Consistent use of various productivity applications and technologies such as email, web-based courseware, Internet, word-processing and presentation applications, etc.
plan for and implement safe classroom practices.	<ul style="list-style-type: none"> • safety issues addressed in each lesson plan • written feedback on draft lesson plans by master teacher prior to student teaching • written feedback by the mentor teacher following observations of student teaching • written feedback by a master teacher following observations of student teaching

<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
reflect on personal interest in teaching.	<ul style="list-style-type: none"> written reflections following student teaching experiences.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) – No required text

Suggested Text(s) – Articles and other references will be suggested for selected assignments.

References

D. Keirsey and M. Bates. *Please Understand Me: Character and Temperament Types*. Del Mar, CA: Prometheus Nemesis, 1984.
 Martin-Hansen, Lisa. "Defining Inquiry." *The Science Teacher* (Feb. 2002): 34-37.
 National Council of Teachers of Mathematics. "The Learning Principle." *Principles and Standards For School Mathematics*. 2000. 20-21.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments/Grading Policy

	<u>Points</u>
Active participation at all class sessions is required (3 points deducted for each unexcused absence)	12
Written lesson plans for two lessons – posted to CourseDen and e-mailed to instructor and your mentor teacher . The team member responsible for the lesson will post a copy of the lesson on Blackboard.	
Lesson Plan 1 - Due [fill in date]	10
Lesson Plan 2 - Due [fill in date]	10
Lesson Plan 3 - Due [fill in date]	10
Demonstrate readiness to teach each lesson (show instructor the activity set-up and explain – Lesson may not be taught until this is completed) (3 points/lesson).	9
Completion of all field experiences as evidenced by timely posting on Blackboard of reflections after your observation visit and after each lesson you teach. (within 7 days after the visit) (5 points/reflection)	25
One-page reflections (with mentor teacher evaluations) of each lesson you teach returned to instructor at the next class period. (3 point/evaluation)	9
Presentation of portions of lesson activities to the class. (last two class periods).	5
Clean-up and return of all materials to kits.	10

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
Attendance	12	Attendance Sign In Sheet	TBA
Three Lesson Plans/Readiness to Teach	39	Rubric	TBA
FE Assignments	25	Rubric	TBA
Reflections	9	Rubric	TBA
Class Presentations	5	Rubric	TBA
Clean up/Return All Materials	10	Checklist	TBA

Grading

90 – 100% = A, 80 - 89% = B, 70 – 79% = C, 60 – 69% = D , Below 60% = F

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: A portion of your grade is based on active participation at all class sessions. The semester will begin with every student being given 12 points for attendance. **Three points will be deducted for each unexcused absence.** In order for an absence to be considered “excused” you must:

- Contact the instructor on or before the class day with an explanation.
- Make arrangements to get any handouts that were distributed.
- Contact your teaching partner to coordinate the next lesson.

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

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

CLASS OUTLINE

Class	Overview	Field Experiences, Assignments
#1 Course Orientation	<ul style="list-style-type: none"> • Conduct instructor and student introductions • Show UTeach video • Demonstration Lesson: Bevo is Missing • Assign teaching teams 	<ul style="list-style-type: none"> • Meet your Mentor Teacher: Plan topics and schedule 3 lessons and 2 observations <i>[Insert information about where and when the mentor teacher meeting is scheduled.]</i> • Become familiar with the course <u>syllabus</u>
#2 Writing a 5E Lesson Plan	<ul style="list-style-type: none"> • Review the course syllabus • Demonstration Lesson: Stimulus & Response • Discuss the components of a 5E lesson • Discuss the hierarchy of standards • Discuss producing 5E lessons 	
#3 Writing Measurable Lesson Objectives	<ul style="list-style-type: none"> • Assign kits to teaching teams • Select topics for Lesson 1 • Write performance objectives for Lesson 	<ul style="list-style-type: none"> • Observe your mentor teacher by <i>[insert date]</i>. • Post Observation 1 Reflection within one week of your observation.
#4 Inquiry-Based Instruction	<ul style="list-style-type: none"> • Demonstration Lesson: "Let There Be Light" • Read articles and discuss the meaning of inquiry-based teaching • Review lesson plan format • Provide directions for Lesson 1 drafts 	<ul style="list-style-type: none"> • Each person will write a Lesson 1 draft. • E-mail draft Lesson 1 to the Instructor before <i>[Insert date]</i>.
#5 Revising Lesson Plan 1	<ul style="list-style-type: none"> • Discuss the elementary classroom observation experience • Discuss the introductory parts of the 5E lesson plan (e.g. concept, TEKS) • Teams produce a combined version of Lesson Plan 1 	<ul style="list-style-type: none"> • Complete final combined Lesson Plan 1 if not finished in class. • E-mail combined version to <i>[insert name of instructor]</i> and to your mentor teacher no later than <i>[insert date]</i>. • Remind your mentor teacher of the date of your first lesson.
#6 Preparing to Teach Lesson 1	<ul style="list-style-type: none"> • Practice Lesson 1 Exploration • Final Approval of Lesson Plan 1 • Pack Bins 	<ul style="list-style-type: none"> • Complete all preparations to teach Lesson 1.

<p>#7 Assessment Strategies</p>	<ul style="list-style-type: none"> • Discuss formative vs. summative assessment • Confirm topic selections for Lessons 2 and 3 • Write objectives and summative evaluation questions for Lesson 2 • Discuss classroom management strategies 	<ul style="list-style-type: none"> • Teach Lesson 1. [Insert dates] • Post <u>Reflection Lesson 1</u> within one week of your lesson. • One partner will take the lead on writing a draft lesson plan for Lesson 2. • Partners should communicate throughout the writing process. • E-mail draft Lesson 2 to instructor and partner by [insert date].
<p>#8 Using the Internet for Instruction</p>	<ul style="list-style-type: none"> • Discuss the sequence of UTeach courses • Reflect on teaching Lesson 1 • Using the Internet for instruction • Finalize Lesson 2 • Discuss the second observation visit • Complete the mid-semester course evaluation 	<ul style="list-style-type: none"> • E-mail final version of Lesson 2 to [insert name of instructor] and to your mentor teacher no later than [insert date]. • Observe your mentor teacher for the second time by [insert date]. • Remind your mentor of the date of your visit and of your second lesson. • Post <u>Reflection Observation 2</u> within one week of your observation.
<p>#9 Preparing to Teach Lesson 2</p>	<ul style="list-style-type: none"> • Reflect on second observation • Set up and practice Lesson 2 Exploration • Final approval of Lesson Plan 2 • Pack bin for Lesson 2 • Make preliminary plans for Lesson 3 	<ul style="list-style-type: none"> • Complete all preparations for teaching Lesson 2. • One partner will take the lead on writing a draft lesson plan for Lesson 3. • Partners should communicate throughout the writing process. • E-mail draft Lesson 3 to instructor and partner by [insert date].
<p>#10 Cooperative Learning</p>	<ul style="list-style-type: none"> • Finalize Lesson 3 • Demonstration Lesson: "Exploring the Unseeable" • Discuss cooperative learning 	<ul style="list-style-type: none"> • Teach Lesson 2. [Insert dates] • Post <u>Reflection Lesson 2</u> within one week of your lesson. • E-mail final version of Lesson 3 to [insert name of instructor] and to your mentor teacher no later than [insert date]. • Remind your mentor teacher of the date of your third lesson.
<p>#11 Preparing to Teach Lesson 3</p>	<ul style="list-style-type: none"> • Reflect on teaching Lesson 2 • Revise Lesson Plan 3 • Practice Lesson 3 Exploration • Final approval of Lesson Plan 3 • Pack bin for Lesson 3 	<ul style="list-style-type: none"> • Complete all preparations for teaching Lesson 3 • Post <u>Reflection Lesson 2</u> within one week of your lesson.
<p>#12 Meeting the</p>	<ul style="list-style-type: none"> • 5-Minute Presentation Assignment 	<ul style="list-style-type: none"> • Teach Lesson 3. [Insert dates] • Post <u>Reflection Lesson 3</u> within one

<p>Needs of Diverse Learners</p>	<ul style="list-style-type: none"> • Take Myers-Briggs Personality Type Inventory • Graph and compare personality types with other class members • Discuss the instructional implications of diverse learning styles 	<p>week of your observation.</p>
<p>#13 Special Needs Students</p>	<ul style="list-style-type: none"> • Plan 5-minute presentations • Discuss teaching modifications for special needs students • Use the jig-saw reading strategy 	<ul style="list-style-type: none"> • Plan your 5-minute presentation for next week. • Complete all reflections • Be ready to inventory your kit next week—all materials must be back in classroom. • Keep checking your grades to make sure records are accurate.
<p>#14 Kit Inventory</p>	<ul style="list-style-type: none"> • Reflect on teaching Lesson 3 • Conduct inventory of materials and kits • Complete course evaluations and other surveys • Conduct 5-minute Student presentations 	
<p>#15 Student Presentations</p>	<ul style="list-style-type: none"> • 5-minute Student Presentations 	

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied Instruction

College of Education

Hooper, Mary

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

UTCH 2002 Inquiry Based Lesson Design

Prefix Number Course Title

Students who want to explore teaching careers become familiar with the middle school setting by observing and discussing the middle school environment, and by teaching several lessons to a middle school class. They build upon and practice lesson design skills that were developed in Step 1 and also become familiar with excellent science and mathematics curricula for the middle school setting. As a result of the Step 2 experiences, students generally are able to make a decision as to whether they want to pursue a pathway to teacher certification through the UTeach program. UTCH 2001 is a prerequisite for this course.

Course Catalog Description

1		1	Fall - 2012	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Successful completion of UTCH 2001 with a grade of B or better.

Corequisites

Three one hour field experiences in designated middle school science and/or math classrooms.

Rationale

This course is part of the UTeach Model. UWG is one of three USG institutions implementing this model as part of the Race to the Top funding.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 60

Comments

College Approvals

Frank Butts [APPROVED 2011-12-03]
 Chair, Course Department

Dianne Hoff [APPROVED 2012-01-18]
 Associate Dean, College of Education

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

Step 2: Inquiry-Based Lesson Design

Semester Hours 1

Semester/Year Fall 2012

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone Direct Line:
 Department Line:

Email

Fax

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

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

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

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

COURSE DESCRIPTION

Students who want to explore teaching careers become familiar with the middle school setting by observing and discussing the middle school environment, and by teaching several lessons to a middle school class. They build upon and practice lesson design skills that were developed in Step 1 and also become familiar with excellent science and mathematics curricula for the middle school setting. As a result of the Step 2 experiences, students generally are able to make a decision as to whether they want to pursue a pathway to teacher certification through the UTeach program.

UTCH 2001 is a prerequisite for this course.

CONCEPTUAL FRAMEWORK

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

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

APPROACHES TO INSTRUCTION

Inquiry, constructivist problem-solving, small group and large group collaborative discussions, peer teaching, guest speakers, field based teaching.

COURSE OBJECTIVES

After completing Step 2, students will be able to:

1. demonstrate science and mathematics content knowledge in the design and teaching of middle school lessons aligned with district curriculum.
2. utilize exemplary sources of inquiry-based mathematics or science lessons.
3. identify the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment.
4. design and teach inquiry-based lessons using the 5E Instructional Model.
5. plan for and implement safe classroom practices.
6. discuss strategies for achieving instructional equity.
7. design and teach lessons that incorporate the use of technology.
8. use probing questions to elicit feedback on students' acquisition of knowledge.
9. use pre- and post-assessments aligned to performance objectives to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans.
10. provide instructive feedback to peers.
11. reflect on teaching experiences to revise lesson plans.
12. assess commitment to pursue teaching as a career path.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) **No Required Text**

Suggested Text(s) Selected books and articles will be used throughout the course.

References

D. Keirse and M. Bates. *Please Understand Me: Character and Temperament Types*. Del Mar, CA: Prometheus Nemesis, 1984.
 Martin-Hansen, Lisa. "Defining Inquiry." *The Science Teacher* (Feb. 2002): 34-37.
 National Council of Teachers of Mathematics. "The Learning Principle." *Principles and Standards For School Mathematics*. 2000. 20-21.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Attendance and participation. 25 pts

Lesson Plans. 24 Points (8 points each). Four points will be awarded for the rough draft, up to 4 points will be awarded for the revised draft.

Teaching of Lessons. 9 points (3 points each). Evidenced by submitted Mentor Feedback Form.

Reflections. 24 Points (6 points each)

Final Project. 18 points

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
Attendance	25	Attendance Sign In Sheet	TBA
Three Lesson Plans	24	Rubric	TBA
Mentor Feedback Forms	9	Completion	TBA
Four Reflections	24	Rubric	TBA
Final Project	18	Rubric	TBA

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, and F = Below 60%.

Submitting Assignments The majority of assignments will be submitted electronically. Please adhere to the following guidelines for the electronic submission of assignments:

- Please **sign all emails with your first and last name**. Emails in which the sender cannot be easily identified will be returned (and late work penalties may apply).

- Please use the following file naming conventions for the subject line of the e-mail, and for the filenames of electronic documents. Files that are sent with ambiguous file names may be returned to the sender for correction (and late work penalties may apply).

Lesson Plan, Single author:

Last name + LP (for lesson plan) + the number of the lesson

Example: **NewtonLP2**

Lesson Plan, Multiple authors (in alphabetical order by last name):

Both Last names + LP (for lesson plan) + the number of the lesson

Example: **CurieEuclidLP1**

When submitting supplementary lesson materials (handouts, worksheets, assessments, etc.) please append an informative description to the above filename:

Example: **NewtonLP2_Worksheet**
CurieEuclidLP3_Prestest

Reflections:

Last name + R (for reflection) + name of the reflection

Example: **EinsteinRObservation**
EulerRLesson2

Instructors will comment electronically and email the document back to you with their initials appearing at the end of the original title.

Example: **CurieEuclidLP1_LK**

Technology Proficiency Step 2 students must be able to:

- Use CourseDen to access the course web site (courses.utexas.edu);
- Create Microsoft Word documents;
- Attach documents to email;
- Check email daily.
-

If assistance is needed to meet these requirements, please see an Instructor or email the IT Department. Help is available!

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Twenty-five points of your grade are based on attendance and active participation in all class sessions. You will lose five points for every absence. Credit for attendance requires

arriving to each class session on time, participating in all class activities, and staying until the session ends. If you arrive late or leave early, you will lose 2.5 points of your attendance grade. Arriving more than 15 minutes late for class will constitute an absence.

Attendance is important because in class you will: 1) plan and practice your lessons with your partner; 2) get feedback from the Instructors and other members of the class regarding your lessons; and 3) observe and learn from demonstration lessons. Because the course meets only once per week and there are no texts, missing class means you will miss essential information and experiences.

Furthermore, most Step 2 students will be working with a partner. The workload for each lesson should be shared equally. If you are not in class, you inconvenience your partner by forcing him or her to work with you outside of class. If you miss a class, it is your responsibility to communicate with your partner about how to coordinate the next lesson. Don't leave your partner guessing about why you are not in class, or how and when you will get together!

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

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

Field Experiences. In Step 2, pairs of students will be assigned to a 6th, 7th, or 8th grade science or mathematics class at a middle school. Over the course of the semester, pairs will visit this classroom to conduct one observation and to teach three inquiry-based lessons. Early in the semester, pairs will meet their Mentor Teacher to decide on the date of the observation and on the dates and topics of the three lessons.

Your Mentor Teacher will give you feedback (electronically or in hard-copy) at the end of each lesson you teach. You are responsible for ensuring that a copy of this feedback is turned in to your Instructor. Your Mentor Teacher will also write a final evaluation of your field experience, which will be mailed to and filed in the UTeach office. You may request a copy of the final evaluation upon completion of the semester.

If you have a serious emergency and you must miss your scheduled teaching day, notify your partner, your Mentor Teacher, and your Instructor as soon as possible. Your partner will teach the lesson alone and you will be required to make up the missed teaching day. **Teaching three lessons is a requirement of Step 2. Regardless of your final average, failure to teach all three required lessons will result in a failing grade for the course.**

Supplies are available for you to borrow for use in your lessons. If you need to purchase supplies for a particular lesson, you must get prior approval from your Instructor.

As representatives of UTeach, we expect you to be professional when participating in your field experiences for this class.

- You are expected to observe all UWG rules, policies, and procedures.
- Sign in at the front office of the school each day that you visit. Some schools will provide you with a sticker or badge that identifies you as a visitor. If you are given this kind of identification, wear it.
- Dress professionally. UWG has a dress code for teachers, student teachers, and others in field placements. As guest teachers, you are expected to follow all parts of the UWG dress code. Of particular note is the restriction against wearing jeans, flip flops, jewelry in visible pierced areas other than the ear, t-shirts, shorts, or exercise clothing.
- Arrive at least 30 minutes before your scheduled teaching time; arrive 1 hour before a technology or lab-based lesson to set up and troubleshoot equipment.
- Practice every aspect of your lesson before you teach it.
 - Decide exactly how you and your partner will share the teaching responsibilities.
 - Make a plan for how you will transition from each part of the lesson to the next.
- Learn and use the names of your students! Make nametags or nameplates and bring them with you to each lesson. This is an easy and effective classroom management technique!

CLASS OUTLINE

Class Session	Class Activities/Topics	Assignments Due
1 - Inquiry-Based Teaching	Introductions, syllabus, teaching teams, demo lesson, standards	
2 – Writing Clear Directions	FE placements, Activity – Write It, Do It, Strategies for clear directions, 5 E Lesson Plan	Meet Mentor Teacher
3 – Understanding Adolescents	Discussion teaching adolescents Begin planning lesson 1	Observe classroom Email Observation Reflection
4 – Planning Lesson 1	Review evaluation forms Review writing lesson objectives Linking objectives to probing questions, Plan lesson 1	Observe classroom
5 – Questioning strategies	Discussion of questioning Practice Lesson 1 and provide feedback to peers Revise Lesson 1	Email final draft of Lesson 1 to instructor and mentor teacher
6 – Technology and Inquiry	Demo lesson Discussion of teaching with technology	Teach Lesson 1, email Reflection 1 to instructor
7 – Intro to final project and Planning	Requirements for final project Pre- and post- assessment assignment for Lesson 2	Teach Lesson 1 Email Lesson 1 Reflection to instructor Email rough draft of Lesson 2 to instructor

Lesson 2	Pre- and post- assessment activity Plan Lesson 2	and mentor teacher
8 - Preparing to teach Lesson 2	Practice Lesson 2 and provide feedback to peers Revise Lesson 2	Teach Lesson 1 Email Lesson 1 reflection to instructor Email final draft of Lesson 2 to instructor and mentor teacher
9- Teaming up math and science	Mid-semester course evaluation Demo Lesson Discuss connections between math and science	Teach Lesson 2 Email Lesson 2 Reflection to instructor
10 – Using the Final Project Rubrics	Critiquing a 5E Lesson using the final project lesson plan rubric	Teach Lesson 2 Email Lesson 1 reflection to instructor
11 - Planning Lesson 3	Planning Lesson 3	Teach Lesson 2 Email Lesson 2 reflection to instructor Email rough draft of Lesson 3 to instructor and mentor teacher
12 – Preparing to Teach Lesson 3	Practice Lesson 3 and provide feedback to peers Revise Lesson 3	Teach Lesson 2 Email Lesson 2 reflection to instructor Email final draft of Lesson 3 to instructor and mentor teacher
13 – Focus on explanation	Demo lesson Discuss strategies for facilitating an effective explanation	Teach Lesson 3 Email Lesson 3 reflection to instructor
14 – Using data for revision	Evaluate lessons along the continuum of inquiry Discuss challenges of teaching inquiry based lessons Discuss process for analyzing pre- and post-assessment data	Teach Lesson 3 Email Lesson 3 reflection to instructor
15 – Final Project presentations	Complete course objectives survey Complete evaluation of mentor teacher Reflect on teaching in middle school Present final projects	Teach Lesson 3 Email Lesson 3 reflection to instructor Final Projects due

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied Instruction Department	College of Education College	Hooper, Mary Originator
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Action **Modifications**

Add Modify Delete	Prerequisites	Description	Title	Credit	See Comments
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Course Details

UTCH **3001** **Knowing and Learning in Mathematics and Science Edu**
Prefix Number Course Title

The goal of this course is to develop a powerful tool kit of approaches to knowing and learning in mathematics and science. This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How are knowing and learning structured, and how does what we know change and develop? For the science and mathematics educator, what are the tensions between general, cross-disciplinary characterizations of knowing (e.g., intelligence) and the specifics of coming to understand powerful ideas in mathematics and science? What are the links between knowing and developing in learning theory, and the content and evolution of scientific ideas? What are the connections between kinds of assessments and theories of knowing? How are various uses of technology associated with specific approaches to learning?

Course Catalog Description

3 Lec Hrs	3 Lab Hrs	3 Credit Hrs	Spring - 2013 Effective Term	Spring and Fall Frequency	Letter Grade Grading
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Prerequisites

Successful completion of UTCH 2001 and UTCH 2002;
Provisional or Regular admission to UTeach Teacher Education program.

Corequisites

Purchase of TK20 Online portfolio assessment subscription

Rationale

This course is part of the UTeach Model. UWG is one of three USG Institutions implementing this model as part of the Race to the Top funding.

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement
Present or Projected Annual Enrollment: **60**

Comments

UTeach Implementation will require this course to be taught beginning Spring 2013

College Approvals

Frank Butts [APPROVED 2011-12-03]
Chair, Course Department

Dianne Hoff [APPROVED 2012-01-18]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Knowing and Learning in Mathematics and Science
UTCH 3001

Semester Hours 3
Semester/Year Spring 2013
Instructor
Office Location
Office Hours
Telephone

Email
Fax

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

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

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

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

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

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

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

COURSE DESCRIPTION

The goal of this course is to develop a powerful tool kit of approaches to knowing and learning in mathematics and science. This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How are knowing and learning structured, and how does what we know change and develop? For the science and mathematics educator, what are the tensions between general, cross-disciplinary characterizations of knowing (e.g., intelligence) and the specifics of coming to understand powerful ideas in mathematics and science? What are the links between knowing and developing in learning theory, and the content and evolution of scientific ideas? What are the connections between kinds of assessments and theories of knowing? How are various uses of technology associated with specific approaches to learning?

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing*

Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (INTASC, NBPTS, Learned Societies), *insert applicable professional associations that guide your program, e.g. ASHA, PSC* also are incorporated as criteria against which candidates are measured.

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

APPROACHES TO INSTRUCTION

Various pedagogical methods used for this class include: Clinical interview, Interactive technology, e.g., online discussion and chat, small group discussion, lecture, concept mapping, etc.)

Course Prerequisite(s)

- **Successful completion of UTCH 2001 and UTCH 2002**
- **Provisional or Regular admission to UTeach Teacher Education program.**

NOTE: Students must use a word processor and E-mail, and have access to a web browser. Presentations, if applicable, must be submitted in advance as PowerPoint files

COURSE OBJECTIVES

Course Objectives and Expectations

Course Objectives and Evidence of Student Learning	
Students will be able to...	Evidence of Student Learning:
construct models of knowing and learning to guide classroom practice.	<ul style="list-style-type: none"> • meaningful contributions to class discussions • comments posted about analysis of readings • analysis of clinical interviews • written examinations

Students will be able to...	Evidence of Student Learning:
articulate various standards for knowing science and mathematics and articulate the implications of these standards for assessment, especially standardized assessment.	<ul style="list-style-type: none"> • meaningful contributions to class discussions • comments posted about analysis of readings • analysis of clinical interviews • written examinations
articulate what it means to know and learn relative to cognitive structures and describe how what people know changes and develops.	<ul style="list-style-type: none"> • meaningful contributions to class discussions • comments posted about analysis of readings • analysis of clinical interviews • written examinations
describe various paradigms for evaluating science and mathematics understanding.	<ul style="list-style-type: none"> • meaningful contributions to class discussions • comments posted about analysis of readings • written examinations
use the clinical interview method to make sense of someone's reasoning about a topic in science or mathematics.	<ul style="list-style-type: none"> • report including transcription and analysis of clinical interviews • rubric given to students before clinical interview to clarify what will be assessed
express informed opinions on current issues and tensions in education, especially as they relate to mathematics and science instruction.	<ul style="list-style-type: none"> • meaningful contributions to class discussions • comments posted about analysis of readings • written examinations

Expectations

1. Because a majority of the learning hinges on group work done during the class time, attendance is of utmost importance. Attendance and participation are crucial to this class. Attendance will be taken every class period. Missing four classes (i.e., more than 10% of the classes) will result in one full letter grade reduction.
2. You are expected to enhance classroom discussion by completing the assigned readings before class, as well as submitting reading questions to the instructor before class.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

Course Packet. Available from UTCH UWG Office

Additional readings and materials will be provided in class and/or on the course website:

<http://generative.edb.utexas.edu/classes/knl2011fall/knl.htm>

Additional Requirements:

Word processor, e-mail, and access to a web browser. Access to interviewees.

Reading References for Knowing and Learning in Mathematics and Science

Bigge, M. L., & Shermis, S. S. (1999). *Learning theories for teachers* (6th ed.). New York: Addison Wesley Longman, Inc.

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-144, 146-148.

Boeree, C. G. (1998). B.F. Skinner. Retrieved October 29, 2005 from <http://www.ship.edu/~cgboeree/skinner.html>

Bransford, J. D., Ed.; Brown, Ann L., Ed.; Cocking, Rodney R., Ed. (2000). *How people learn: Brain, mind, experience, and school: Expanded edition*. U.S.; District of Columbia: National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.

Cammarata, J. F., & Ross, J. (2005). Education for living--and for life. *American School Board Journal*, 192(11), 42.

Carmona, G. & Greenstein, S. (in press). Investigating the Relationship between the Problem and the Solver: Who Decides What Math Gets Used? Research Report. In R.A. Lesh (Ed.) *Proceedings of The Thirteenth International Conference on the Teaching of Mathematical Modeling and Applications*. Bloomington, IN: July 22-26, 2007.

Coffield, F., Moseley, D., Hall, E., & Eccleston, K. (2004). *Learning styles and pedagogy in post-16 learning : A systematic and critical review*. London: Learning Skills and Research Centre.

Driver, R. (1983). *The pupil as scientist?* Milton Keynes, England: The Open University Press.

Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI mathematics. *Journal of Children's Mathematical Behavior*, 1(2), 7-26.

Feynman, R., Leighton, R. (1985) *Surely you're joking, Mr. Feynman! (Adventures of a curious character)*, New York: Norton & Company.

Freire, P., Freire, A. M. A., & Macedo, D. P. (1998). *The paulo freire reader*. New York: Continuum.

Gagne, R. M. (1983). Some issues in the psychology of mathematics instruction. *Journal for Research in Mathematics Education*, 14(1), 7-18.

Gardner, H. (1985). *The mind's new science: A history of the cognitive revolution*. New York, NY: Basic Books, Inc.

- Gardner, H. (1995). Reflection on multiple intelligences: Myths and messages. *Phi Delta Kappan*, p200-209.
- Gardner, H., Kornhaber, M. L., & Wake, W. K. (1996). *Intelligence: Multiple perspectives*. Fort Worth, TX: Harcourt Brace.
- Ginsburg, H. (1997). *Entering the child's mind: The clinical interview in psychological research and practice*. New York, NY: Cambridge University Press.
- Grubb, W. N. (1996). The new vocationalism: What it is, what it could be. *Phi Delta Kappan*, 77(8), 535-536, 538-546.
- Heubert, J. P., & Hauser, R. M. (1999). *High stakes: Testing for tracking, promotion, and graduation*. Washington, D.C.: National Academy Press.
- Lave, J., Smith, S., & Butler, M. (1988). Problem solving as an everyday practice. In R. I. Charles & E. A. Silver (Eds.), *The teaching and assessing of mathematical problem solving* (Vol. 3, pp. 61-81). Reston, VA: National Council of Teachers of Mathematics.
- Lemann, N. (1999). Behind the SAT. *Newsweek*, 134(10), 52.
- Lesh, R., Hoover, M., Hole, B., Kelly, E., & Post, T. (2000). Principles for developing thought-revealing activities for students and teachers. In A. E. Kelly & R. A. Lesh (Eds.), *Handbook of research design in mathematics and science education* (pp. 591-645). Mahaway, NJ: Lawrence Erlbaum.
- Moses, R. P., Cobb, C. E., & Jr. (2001). *Radical equations: Math literacy and civil rights*. Boston: Beacon Press.
- Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas*. New York: Basic Books.
- Piaget, J. (1970). *Structuralism*. New York: Basic Books.
- Polya, G. (1957). *How to solve it*. Princeton, NJ: Princeton University Press.
- Popham, W. J. (1999). Why standardized tests don't measure educational quality. *Educational Leadership*, 56(6), 8-15.
- Popham, W. J. (2003). The seductive allure of data. *Educational Leadership*, 60(5), 48-51.
- Resnick, L. B. (1987). The 1987 presidential address: Learning in school and out. *Educational Researcher*, v16 n9 p13-20 Dec 1987.
- Roth, Wolff-Michael and Barton, Angela Calabrese. (2004). *Rethinking Scientific Literacy*. N.Y.: RoutledgeFalmer.
- Sacks, P. (1999). *Standardized minds: The high price of america's testing culture and what we can do to change it*. Cambridge, Mass.: Perseus Books.

Schoenfeld, A. H. (1988). When good teaching leads to bad results - the disasters of well-taught mathematics courses. *Educational Psychologist*, 23(2), 145-166.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization* (1st ed.). New York: Doubleday/Currency.

Skinner, B. F. (1968). *The technology of teaching*. Englewood Cliffs: Prentice-Hall, Inc.

Stroup, W. M. (2003). Stroup on ELIZA. Retrieved January 17, 2005, from http://www.edb.utexas.edu/faculty/wstroup/kandl2000_site/resources.html

Stroup, W. M. (2005). Learning the basics with calculus. *Journal of Computers in Mathematics and Science Teaching*, 24(2), 179-196.

Stroup, W. M., Ares, N., & Hurford, A. C. (2004). A taxonomy of generative activity design supported by next-generation classroom networks. Paper presented at the Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto, Ontario, Canada.

Vygotsky, L. S., & Cole, M. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Zawojewski, J., & Carmona, G. (2001). A developmental and social perspective on problem solving strategies. In R. Speiser & C. Walter (Eds.), *Proceedings of the twenty-third annual meeting of the north american chapter of the international group for the psychology of mathematics education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

INTERVIEWS AND MEA FINAL PROJECT:

Guidelines will be discussed in class and will be provided on the web.

READING RESPONSES:

Readings (and discussions) are a significant part of the course. Reading response questions are posted on the web and you are expected to either type in or cut-and-paste in (from your word processor) your answers on the web page. Cutting and pasting is recommended so that you keep a copy of your homework. Responses are due by midnight on the night **BEFORE** the class for which the assignment is made. This is done to allow time for a review of the responses **BEFORE** class so that the class can be structured, in part, by these responses. Some of the questions are relatively "factual" and will come straight out of the readings. Other questions are more opinion oriented. The computer keeps a log of when the answers are submitted. Late responses will count 75% of an on-time response (50% if submitted a week or more late). You are allowed to miss one reading response.

STUDENT-LED PRESENTATIONS

Each student (with a partner) will be responsible for leading at least one discussion about the readings.

Presentation = 3 Homeworks

MIDTERM:

There are two parts to the midterm exam: a take home "essay" and an in-class part.

The essay is focused on making sense of the readings and identifying author's perspectives on how people know and learn in math and science. The in-class part is focused on student reasoning. Usually we will find an excerpt from an interview or from something a student has created and ask you to make sense of what the student has done and form judgments about what the student might subsequently be able to do and how you might direct the student's subsequent engagement.

Evaluation Procedures

Assignments/Grading Policy

Activities	Points
Clinical Interview #2.	100
Reading responses. Prior to class meetings, these responses are to be submitted in writing, on a weekly basis.	100
Midterm Exam. This is a comprehensive mid-term exam, sampling from all that we have discusses so far.	100
Final Project/Exam. As a final exam grade, students will choose to present a model-eliciting activity, a generative activity, or a problem they would like to learn more about ("something that bugs you")	200
TOTAL	500

Grading Scale

90 – 100% = A 80 – 89% = B 75 – 79% = C 70 – 74% = D Below 70% = F

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under

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

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

Late Work Policy: Late responses will count 75% of an on-time response (50% if submitted a week or more late). You are allowed to miss one reading response. Assignments must be submitted on the dates indicated on the course outline.

Dropping the Course: A student may not drop a course after the fourth class day except for good cause (e.g., health or serious personal problems, or a demonstrated need to work more hours). A student seeking to drop a class after the fourth class day should go to the Office of the Dean/Student Division for necessary approvals.

ATTENDANCE:

Attendance and participation are crucial to this class. Attendance will be taken every class period. Missing four classes (i.e., more than 10% of the classes) will result in ONE FULL LETTER GRADE REDUCTION.

Assigned readings are to be done before class and answers to reading questions are to be submitted the day before class.

CLASS OUTLINE

- [01 Class](#) - HubNet and Introducing the Course
- [02 Class](#) - Basics, Interviewing and the SAT - [02 PPT](#)
- [03 Class](#) - 2 Meter Drop & Intro. to Testing - [03 PDF](#)- [03&04 PPT](#)
- [04 Class](#) - More about Assessment (and Nature vs. Nurture) - [04 PDF](#) - [03&04 PPT](#)
- [05 Class](#) - Genes and (Kinds of) Smarts - [05 PDF](#) - [05 PPT](#)
- [06 Class](#) - Teaching for Difference - [06 PDF](#) - [06 PPT](#)
- [07 Class](#) - Skinner & Teaching Machines - [07 PDF](#) - [07 PPT](#)
- [08 Class](#) - MI and Learning Styles - [08 PPT](#)
- [09 Class](#) - Transitioning to the Cognitive Revolution - [09 PDF](#) - [09 PPT](#)
- [10 Class](#) - Cognitive Revolution and Developmentalism - [10 PDF](#) - [10 PPT](#)
- [11 Class](#) - Gagne [DI01](#) [Questions](#) [DI02](#)
- [12 Class](#) - Big Ideas and The Basics -[11 PDF](#) - [11 PPT](#)
- [13 Class](#) - Vygotsky in Classrooms - [12 PDF](#) - [12 PPT](#) & [MEA PPT](#)

- Midterm
- 14 Class - Model Eliciting Activities (MEAs)
- 15 Class - Designing for Modeling
- 16 Class - Novice-Expert & Concept Maps
- 17 Class - Revisiting Electricity; Revisiting Novice-Expert; Projects
- 18 Class - Ms. Lindquist and Technology for Learning
- 19 Class - Communities of Practice
- 20 Class - Dewey and Vocational Education
- 21 Class - Learning in School and out
- 22 Class - Literacy Reconsidered (or gm)
- 24 Class - Logo, NetLogo c
- 23 Class - Radical Equations
- 25 Class - Systems
- 26 Class - Generative Design
- *** Class - MEA Presentations

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied instruction

College of Education

Hooper, Mary

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

UTCH 3002 Classroom interactions

Prefix Number Course Title

This course continues the process of preparing pre-service teaching candidates to teach mathematics and science in upper elementary and secondary settings by providing opportunities to see how theories explored in Knowing and Learning play out in instructional settings. You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create). An important focus of the course is on building awareness and understanding of equity issues and their effects on learning. You are provided frameworks for thinking about equity issues in the classroom and larger school settings and learn strategies for teaching students of diverse backgrounds equitably. Additionally, the course introduces ways in which curriculum and technology are used in classroom settings to build relationships among teachers and students. In essence, Classroom Interactions is centered on a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to make effective teaching.

Course Catalog Description

3 Lec Hrs 3 Credit Hrs Spring - 2013 Effective Term Spring and Fall Frequency Letter Grade Grading

Prerequisites

Successful completion of UTCH 3001 and admission to UTeach Teacher Education program.

Corequisites

Field experiences in designated middle and high school classrooms.

Rationale

This course is part of the UTeach Model. UWG is one of three USG institutions implementing this model as part of the Race to the Top funding.

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement
Present or Projected Annual Enrollment: 60

Comments

College Approvals

Frank Butts [APPROVED 2011-12-03]
Chair, Course Department
Dianne Hoff [APPROVED 2011-12-05]
Associate Dean, College of Education

Cross-Listing Approvals

N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

CLASSROOM INTERACTIONS

Semester/Year		
Credit Hours	3	
Time/Location		
Instructor		
Office		
Location		
Office Hours		
Online Hours		
Telephone	Direct Line: (678) 839- Department Line: (678) 839-	
Email		
Fax	(678) 839-	
Online Support	CourseDen Home Page https://westga.view.usg.edu/	CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help
	UWG Distance Learning http://distance.westga.edu/	Ingram Library Services http://westga.edu/~library/info/library.shtml

COURSE DESCRIPTION

Prerequisite: Successful completion of UTCH 3001 and Admission to UTeach Teacher Education program.

This course continues the process of preparing you to teach mathematics and science in upper elementary and secondary settings by providing opportunities to see how theories explored in Knowing and Learning play out in instructional settings. You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create).

An important focus of the course is on building awareness and understanding of equity issues and their effects on learning. You are provided frameworks for thinking about equity issues in the classroom and larger school settings and learn strategies for teaching students of diverse backgrounds equitably. Additionally, the course introduces ways in which curriculum and technology are used in classroom settings to build relationships among teachers and students.

In essence, Classroom Interactions is centered on a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to make effective teaching.

CONCEPTUAL FRAMEWORK

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

basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (INTASC) also are incorporated as criteria against which candidates are measured.

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

APPROACHES TO INSTRUCTION

The course is structured for instruction in face to face class settings, online learning modules, guest speakers, collaborative learning activities, and small group discussions.

COURSE OBJECTIVES

Students will:

1. observe, analyze, and discuss how students' knowledge and skills can be built using a variety of instructional strategies (including direct instruction, inquiry teaching, and use of small groups), focusing on what each model requires of teachers.
2. create and evaluate tasks to build students' content knowledge; assess students' content knowledge based on evidence including video and written artifacts.
3. plan and teach, with a small group of peers, multi-day high school mathematics or science lessons on an assigned topic.
4. solve problems in science and mathematics and justify their solutions and reflect on their own learning and the learning of others, relating results to learning science and demonstrating awareness of alternative conceptions and their possible origin.
5. observe and analyze classroom instruction and data on student participation and performance with regard to equitable and diverse instructional approaches that afford all students an opportunity to learn.
6. employ relevant technologies in teaching (e.g., presentation, computer simulation, and graphical analysis & representation software); analyze how technology can affect classroom interactions.
7. read and analyze research results and theoretical literature in science education and cite these results in analyses of their own teaching and reports to their peers.
8. create a significant portion of their preliminary portfolios and demonstrate beginning competency as measured by applicable teacher certification standards.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

References

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

1. **Class Meetings.** The class typically meets twice per week. Class participation is required and determines a portion of your grade for the course. Students who are unable to attend class should review Blackboard and contact the TA or the instructor to find out what they missed and negotiate the possibility of making up the work.
2. **Attendance Contract.** We want to help you get as much out of this course as possible. Also, we plan every day thinking of each of you, as we get to know you throughout the semester. If you are not there, or your being late creates uncertainty as to whether you will be arriving or not, it is problematic. If you demonstrate a pattern of absence or tardiness, we want to address this situation quickly. Therefore, if you are absent and/or late 3 times, you will need to sign a contract with us. This contract will stipulate how we can work together to ensure your prompt presence from then on.
3. **Work Outside of Class.** Students are expected to devote 7-10 hours per week outside of class: 1) preparing to conduct model teaching in local schools, which includes collaborating with your teaching group, individual preparation, and practicing using all materials involved in your lesson; 2) reading and analyzing books and articles, and preparing written analyses of your teaching and other issues; and 3) watching, processing, and analyzing videos of classroom interactions (including your own teaching). We have arranged an additional hour per week of scheduled class time to give you an opportunity to work with your teaching teams and master teachers.
4. **Field Experience.** A major portion of this course is the field experience. You will interview and observe classroom teachers and teach twice in high school classrooms. The first teaching experience is a one-day event during the week of _____. The second is a two-day event the week of _____. We will make every effort to schedule you to teach at times that do not conflict with your other courses or obligations, but it may not be possible to do this in all cases. Since this is official university business, it will count as an excused absence, but you are required to make up any work that you miss. I will supply your instructors or supervisors with a letter explaining the excused absence. Please notify the course staff of any conflicts as soon as possible so that we can try to work out an arrangement.

Assignments/Grading Policy

Activities	Points
Tests. There are four in-class exams to test your knowledge of the concepts we are currently discussing in class.	40
In-class, on-line, and other participation	25
Preparation and Implementation of Two Teaching Events	30
Formal Analyses and Reflections	45
TOTAL	100

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Attendance will be factored into the Participation Grade (see previous section).

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

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

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied Instruction

College of Education

Hooper, Mary

Department

College

Originator

Action

[Add](#) [Modify](#) [Delete](#)

Modifications

[Prerequisites](#) [Description](#) [Title](#) [Credit](#) [See Comments](#)

Course Details

UTCH 3003 Project Based Instruction

Prefix Number Course Title

The course Project-Based Instruction (PBI) supports continued development as a teacher, building on your previous UTeach courses. PBI provides opportunities to observe and teach in the secondary science or mathematics classroom, continuing field experiences from UTCH2001, UTCH 2002, and Classroom Interactions. PBI also provides the basis for building on the theoretical knowledge base of the courses Knowing & Learning and Classroom Interactions. This course will also provide opportunities to generate artifacts for a professional portfolio to meet requirements for teacher certification. This course aims to help close the research-practice gap by developing your capacity to identify and evaluate best teaching practices as presented in research literature.

Course Catalog Description

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

Prerequisites

UTCH 3001 and UTCH 3002 are prerequisites for this class.

Corequisites

Required Field Experiences

Rationale

This course is part of the UTeach Model. UWG is one of three USG Institutions implementing this model as part of the Race to the Top funding.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 60

Comments

College Approvals

Frank Butts [APPROVED 2011-12-03]
 Chair, Course Department

Dianne Hoff [APPROVED 2012-01-18]
 Associate Dean, College of Education

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

UTCH 3003: Project Based Instruction

Semester Hours 3

Semester/Year Fall 2013

Time/Location

Instructor

Office Location

Office Hours

Telephone Direct Line:
 Department Line:

Email

Fax

Online Support CourseDen Home Page
<https://westga.view.usg.edu/>
 CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>
 Ingram Library Services
<http://westga.edu/~library/info/library.shtml>
 University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

The course Project-Based Instruction (PBI) supports continued development as a teacher, building on your previous UTeach courses. PBI provides opportunities to observe and teach in the secondary science or mathematics classroom, continuing field experiences from UTCH 2001, UTCH 2002, and Classroom Interactions. PBI also provides the basis for building on the theoretical knowledge base of the courses Knowing & Learning and Classroom Interactions.

This course will also provide opportunities to generate artifacts for a professional portfolio to meet requirements for teacher certification. This course aims to help close the research-practice gap by developing your capacity to identify and evaluate best teaching practices as presented in research literature.

UTCH 3001 and UTCH 3002 are prerequisites for this class.

CONCEPTUAL FRAMEWORK

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

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

APPROACHES TO INSTRUCTION

Inquiry, constructivist problem-solving, small group and large group collaborative discussions, peer teaching, guest speakers, field based teaching

COURSE OBJECTIVES

Students will:

UTeach students in this course will:

1. Relate project-based instruction to the underlying learning theories (e.g., constructivist and situated perspectives) and findings (e.g., the importance of context and metacognition) from the Learning Sciences research base.
2. Analyze project-based instruction in terms of student's cognitive development, content-specific participatory practices, motivation, and equity.
3. Be familiar with the history of PBI as well as commonly perceived strengths and critiques of this form of instruction; describe examples of PBI in STEM (Science, Technology, Engineering, and Mathematics); and analyze those examples in terms of several frameworks for PBI.
4. Read and analyze research results and theoretical literature on PBI and employ these in analyses of their own teaching or observed lessons.
5. Compare, contrast, and evaluate project-based and other instructional approaches (including other approaches also based on inquiry such as problem- or case-based instruction), both in general and for particular instructional goals.
6. Create and implement lesson plans for multi-day high school STEM projects on assigned and/or selected topics, following the design principles and theoretical

frameworks introduced in class, and explicitly linking to district, state and/or national content and inquiry standards.

7. Review and critique lesson plans and their implementation, using digital video of multi-day lessons; and reflect on strengths and areas for improvement
8. Become familiar with various technological tools that can be useful in project-based curriculum development and implementation, and be able to critically conduct a cost/benefit analysis of their use
9. Discuss lab safety and liability issues related to STEM instruction in wet labs or field experiences.
10. Become sensitive to and learn to proactively handle equity and diversity issues in classroom teaching, ensuring that all students have an opportunity to learn, and become aware of students' funds of knowledge as a resource.
11. Create and evaluate "alternative" assessments appropriate for project-based instruction.-
12. Evaluate the role of national educational accountability initiatives such as NCLB and Race to the Top and their impact on PBI.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

- **Required texts for all students:**
 Markham, T., Larmer, J., Ravitz, J., & the Buck Institute for Education. (2003).
 Project based
 learning handbook. (2nd Edition). Novato, CA: Buck Institute for Education.
- **Required for prospective science teachers:**
 Doran, R., Chan, F., & Tamir, P. (1998). *Science educator's guide to assessment*.
 Arlington,
 VA: National Science Teachers Association Press.
- **Required for prospective math teachers:**
 Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques*. (2nd Ed.).
 San
 Francisco: Jossey-Bass.
- **Recommended:**
 Krajcik, J. S., & Czerniak, C. M. (2007). *Teaching science in elementary and middle
 school:
 A project-based approach*. (3rd Ed.). New York: Lawrence Erlbaum Associates.

References

National Research Council (1996). National Science Education Standards. Washington, D.C.: National Academy Press.

National Council of Teachers of Mathematics (1989). Principles and standards of school mathematics. Reston, VA: National Council of Teachers of Mathematics.

Krajcik, J. S., and Czerniak, C.M. (2007). Teaching science in elementary and middle school: A project-based approach. (3rd Ed.). New York: Lawrence Erlbaum.

Krajcik, J. S., and Bluemfeld, P. C. (2006). Project-Based Learning. In R. K. Sawyer (Ed.), The Cambridge handbook of the Learning Sciences (pp. 317-333). New York: Cambridge University Press.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Attendance and Participation: 20 points

Project and Anchor Video): 35 points

Project presentation: 10 points

Field Experience lesson Plan and Implementation: 20 points

Reflections on Field Experience: 15 points

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
Attendance and Participations	20	Attendance Sign In Sheet	TBA
Project and Anchor Video	35	Rubric	TBA
Project Presentation	10	Rubric	TBA
FE Lesson Plan and Implementation	20	Rubric	TBA
Reflections on Field Experience	15	Rubric	TBA

Grading: A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 – 69% and F = Below 60%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Attendance is expected for all classes and field experience assignments. Credit for attendance requires arriving to each class session on time, participating in all class activities, and staying until the session ends. If you miss a class, it is your responsibility to find out what was done and to complete all work that was missed.

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

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

CLASS OUTLINE

Class Session	Class Activities/Topics	Assignments Due
1	Introductions, syllabus, icebreaker for PBL, field experiences	Reading Assignment ; post Discussion 1 on CourseDen
2	What is PBL ? Nanotechnology activity Protocol for school observations	Post Discussion 2 on CourseDen
3	Demo PBL Lesson Blood Splatter Analysis Analysis of science and math curricula	Post Discussion 3 on CourseDen
4	Demo PBL Lesson Who Was the Invader ? Analysis of science and math curricula	Post Discussion 4 on CourseDen
5	Demo PBL Lesson Circumference of the Earth Unpacking standards and writing objectives	Post Discussion 5 on CourseDen
6	Obstacles for PBL Resources for PBL	School observation completed Post Reflection on CourseDen
7	Curriculum Mapping K-12 GPS Concept Mapping for selected topics	Curriculum map and concept map
8	Anchor videos – How to launch and sustain a project Developing authentic assessments, developing and using rubrics and other evaluation tools	Sample assessment and rubric
9	Lesson Planning (Stages 1, 2, and 3) for	Draft Plans for Project

	PBI	
10	From Lesson Planning to Unit Planning for PBI	Revised Plans for Project
11	Management of laboratory investigations within PBI	Anchor Video and Completed Project Plans
12	Resources for science and mathematics ; an intro to grant writing	Implement Project in FE
13	Building a Project webpage	Implement Project in FE
14	Preparation for final project presentation	Field Reflections
15	Final project presentations	Final Project

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied Instruction

College of Education

Hooper, Mary

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

UTCH 3004 Inclusive Secondary Mathematics and Science Classro
 Prefix Number Course Title

This course engages students in observations, interactions, and analyses of educational issues related to inclusive secondary Mathematics and Science classrooms. The course includes a thorough examination and practice of instructional strategies and accommodations required to meet the needs of students with special needs in inclusion settings. Application of reading and writing strategies to support content acquisition is emphasized. This course will satisfy the requirement of course work in the identification and education of children with special education needs as mandated by Georgia House Bill 671.

Course Catalog Description

3 Lec Hrs 3 Credit Hrs Fall - 2013 Effective Term Spring and Fall Frequency Letter Grade Grading

Prerequisites

Successful completion of UTCH 3001, 3002, and 3003

Corequisites

Regular Admission to UTeach Teacher Education Program, Successful COE Criminal Background Check, and UTCH 4000

Rationale

This course is part of the UTeach Model. UWG is one of three USG institutions implementing this model as part of the Race to the Top funding.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 60

Comments

College Approvals

Frank Butts [APPROVED 2011-12-03]
 Chair, Course Department
 Dianne Hoff [APPROVED 2011-12-05]
 Associate Dean, College of Education

Cross Listing Approvals

N/A
 Chair, Cross Listed Department
 N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

INCLUSIVE SECONDARY MATHEMATICS AND SCIENCE CLASSROOMS

Semester/Year

Credit Hours 3

Time/Location

Instructor

Office

Location

Office Hours

Online Hours

Telephone Direct Line: (678) 839-
Department Line: (678) 839-

Email

Fax (678) 839-

Online Support CourseDen Home Page <https://westga.view.usg.edu/> CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning <http://distance.westga.edu/> Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

COURSE DESCRIPTION

Prerequisite: Successful completion of UTCH 3001, 3002, and 3003

This course engages students in observations, interactions, and analyses of educational issues related to inclusive secondary Mathematics and Science classrooms. The course includes a thorough examination and practice of instructional strategies and accommodations required to meet the needs of students with special needs in inclusion settings. Application of reading and writing strategies to support content acquisition is emphasized. This course will satisfy the requirement of course work in the identification and education of children with special education needs as mandated by Georgia House Bill 671.

CONCEPTUAL FRAMEWORK

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

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

APPROACHES TO INSTRUCTION

The course is structured for instruction in face to face class settings, online learning modules, guest speakers, collaborative learning activities, and small group discussions.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of federal, state, and local policies and procedures related to collaboration and inclusion in Science and Mathematics classrooms (Byrnes, 2005; Mostert, 1998; Wood, 2006) (Conceptual Framework Descriptors: Collaborative, Knowledgeable) (Standards: INTASC/GaPSC 1/1/i, 10/10/x)
2. recognize school and community resources applicable to and available for providing services to children with identified exceptionalities (Friend & Cook, 2007; Mostert, 1998; Wood, 2006) (Conceptual Framework Descriptors: Collaborative, Knowledgeable) (Standards: INTASC /GaPSC 7/7/vii, 10/10/x)
3. demonstrate an understanding of the relationships among language, diversity, and special needs. (Boyd, Brock, & Rozendahl, 2003; McGee & Richgels, 2008; Tompkins, 2008) (Conceptual Framework Descriptors: Knowledgeable, Decisive, Culturally Sensitive, Inquisitive, Reflective) (Standards: INTASC 1, 2, 3, 4, 5)
4. create and lead teaching demonstrations linking theory to practice for using reading and writing to engage diverse learners in Science and Mathematics content (Fletcher, 1993; Atwell, 1998).
5. apply knowledge of authentic assessment procedures with regard to secondary Mathematics and Science standards. (Tompkins, 2008; Vacca & Vacca, 2011) (Conceptual Framework Descriptors: Knowledgeable, Decisive, Culturally Sensitive, Inquisitive, Reflective) (Standards: INTASC 1, 2, 3, 4, 5; ACEI 2.2)
6. analyze the implications, benefits, and challenges concerning the use of technology to support the success of diverse learners in secondary Math and Science classrooms (Noll, 2004; Sadker, Sadker & Zittleman, 2008; Stoll, 2000). (*Decision Makers, Adaptive, Knowledgeable, Reflective; INTASC 2, 3, 10*)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

References

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

Each assignment listed below will be described in detail on handouts when assignments are made at various times during the semester. Additional assignments are occasionally required, and students are expected to complete all assignments.

1. Class Participation: Class participation is a valuable part of the learning experience; all assigned readings will be completed before classes so students can be effective participants. A reflection of observations and insights from class activities and online assignments will be submitted. This reflection will be considered part of class participation. (150 points) Course Objectives 1, 2, 3, 4, 5, 6.
2. Response to Intervention Review: Students will review and conduct a resource audit of the RTI system in place at their assigned school. (150 points) Course Objectives 2, 3.
3. Student Specific Inclusion Plan: Pre-service teachers will describe the roles and responsibilities of the members of the multidisciplinary team, including related service professionals. Pre-service teachers will identify specific literacy strategies by which students may access and acquire curricular content and demonstrate proficiency in integrating appropriate modifications and/or accommodations in their lessons. (150 points)
4. Individual Readings and Reflections: Students will select five readings from the assigned text based on their own interest or the needs of their school. A brief reflective narrative (one – two pages) should be submitted for each reading. (150 points) Course Objective 4.

GRADING POLICY:

- A – 675 to 750 points
- B – 600 to 674 points
- C – 525 to 599 points
- F – Below 599 points

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
Class Participation	150	Class Rosters	Ongoing
RTI Review & Resource Audit	150	Rubric	Mid-Term
Inclusion Plan	150		End of semester
Readings and Reflection	150		Ongoing
TOTAL POINTS	600		

Grading

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Attendance: Attendance will be factored into the Participation Grade (see previous section).

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

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Course Update Request (Add, Delete, Modify)

Originator

Leadership and Applied Instruction

College of Education

Hooper, Mary

Department

College

Originator

Action

[Add](#) [Modify](#) [Delete](#)

Modifications

[Prerequisites](#) [Description](#) [Title](#) [Credit](#) [See Comments](#)

Course Details

UTCH 4000 Apprentice Teaching

Prefix Number Course Title

The course requires Candidates to teach for one full semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher. Weekly 90 minute seminars are scheduled on campus as an integral part of the Apprentice Teaching experience. In a supportive environment Apprentice Teachers share their experiences and work on solutions for difficulties they are experiencing. They learn about legal and logistical issues in teaching, become familiar with how the diverse components of a high school or middle school are organized into a highly effective system, and prepare for the GACE Exams. For their final product, Apprentice Teachers submit a portfolio, which documents their progress toward meeting the GA PSC standards for new teachers.

Course Catalog Description

9 Lec Hrs 9 Credit Hrs Spring - 2013 Effective Term Spring and Fall Frequency Letter Grade Grading

Prerequisites

Successful completion of UTCH 3003, successful background check and REGULAR Admission to UTeach Teacher Education program.

Corequisites

Enrollment in UTCH 3004

Rationale

This course is part of the UTeach Model. UWG is one of three USG Institutions implementing this model as part of the Race to the Top funding.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 60

Comments

Additional FOSS and GEMS kits may need to be purchased out of the UTeach grant to ensure that appropriate materials and supplies are available to all Apprentice

College Approvals

Frank Butts [APPROVED 2011-12-03]
 Chair, Course Department

Dianne Hoff [APPROVED 2011-12-05]
 Associate Dean, College of Education

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

Apprentice Teaching

Semester/Year	
Credit Hours	9
Time/Location	
Instructor	
Office	
Location	
Office Hours	
Online Hours	
Telephone	Direct Line: (678) 839- Department Line: (678) 839-
Email	
Fax	(678) 839-
Online Support	CourseDen Home Page CourseDen Help & Troubleshooting https://westga.view.usg.edu/ http://www.westga.edu/~distance/webct1/help
	UWG Distance Learning Ingram Library Services http://distance.westga.edu/ http://westga.edu/~library/info/library.shtml

COURSE DESCRIPTION

Prerequisite: Successful completion of UTCH 3003, successful background check and REGULAR Admission to UTeach Teacher Education program.

UTeach Apprentice Teachers simultaneously take this seminar with the three hour UTCH 3004 course. Course objectives and activities are aligned with the GA Professional Standards Commission (PSC) requirements for all new teachers in Georgia. The Apprentice Teachers demonstrate that they meet the state standards by preparing and submitting a final portfolio. Course activities also aid Apprentice Teachers in preparing for the GACE examinations.

The course requires Candidates to teach for one full semester in the public schools at the secondary level under the supervision of an experienced, qualified classroom teacher. Weekly 90 minute seminars are scheduled on campus as an integral part of the Apprentice Teaching experience. In a supportive environment Apprentice Teachers share their experiences and work on solutions for difficulties they are experiencing. They learn about legal and logistical issues in teaching, become familiar with how the diverse components of a high school or middle school are organized into a highly effective system, and prepare for the GACE Exams. For their final product, Apprentice Teachers submit a portfolio, which documents their progress toward meeting the GA PSC standards for new teachers.

CONCEPTUAL FRAMEWORK

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

communities. National standards (INTASC) also are incorporated as criteria against which candidates are measured.

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

APPROACHES TO INSTRUCTION

In addition to teaching a minimum number of hours each day, candidates will participate in weekly 90 minute seminars are scheduled on campus as an integral part of the Apprentice Teaching experience.

COURSE OBJECTIVES

Students will:

1. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessments.
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback.
4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

References

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Baldwin, M. D., Keating, J. F. & Bachman, K. J. (2006) *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson.
- Cruickshank, D. R., Jenkins, D. B., & Metcalf K.K. (2009). *The act of teaching* (5th ed.).
Goethals, M. S. (2004). *Student teaching: A process approach to reflective practice* (2nd ed.). Upper Saddle River, NJ: Prentice Hall
- Savage, T. V., Savage, M. K. & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, NJ: Pearson.

Teacher education handbook: Policies and procedures handbook. (2010-2011). Carrollton, GA: College of Education.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Expectations:

1. **Teaching.** Spend a minimum of four hours every day on the assigned campus. Teach two class periods autonomously for at least 12 weeks.
2. **Lesson Plans.** Submit lesson plans in advance to UTeach Instructors and Cooperating Teacher and revise as requested.
3. **Performance-Based Proficiencies.** Demonstrate proficiencies in teaching and obtain documentation through observations and reflections.

Assessment. Apprentice Teaching Course grades are determined roughly in the following manner:

- **Final Portfolio (Submitted by the Deadline with a Passing Score) 35%**
- **Weekly Email Reflections on Portfolio Proficiencies and Weekly Lesson Plans 30%**
- **Attendance and Participation in seminars and Successful Completion of all seminar Assignments 15%**
- **School Culture Assignments 10%**
- **Cooperating Teacher Schedule 5%**
- **Time Capsule with Future Address 5%**

COURSE GRADE (CONTINGENT UPON TEACHING SPECIFIED NUMBER OF DAYS IN THE SCHOOL)

A passing grade in this course requires:

- Teaching the specified number of days in the school
- Completion of the Mid-Semester Evaluation
- Completion of the Final Evaluation with "Competent" scores
- Successful Completion of the UTeach Final Portfolio

This course uses resources provided by UTeach and you will likely CHECK OUT items for use outside of the classroom. You are responsible for all items in your care and must return them in a timely fashion. Failure to do so may result in graduation holds.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

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

Program View Request (Read-Only)

Originator		
College of Science and Mathematics <small>College</small>	Chemistry Department <small>Department</small>	Slattery, Spencer J. <small>Originator</small>

Action Add <input checked="" type="radio"/> Modify Deactivate Terminate Reactivate	Modifications <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:25%;">Program Name</th> <th style="width:35%;">Program Description</th> <th style="width:20%;">Degree Name</th> <th style="width:20%;">See Modification Details</th> </tr> </thead> </table>	Program Name	Program Description	Degree Name	See Modification Details
Program Name	Program Description	Degree Name	See Modification Details		

Program Selection		
College of Science and Mathematics <small>College</small>	Bachelor of Arts with a Major in Chemistry/ Secondary Education <small>Program</small>	
Bachelor of Arts with a Major in Chemistry/ Secondary Education <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Arts <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2012

Modification Details The Uploaded Document contains the previous B.A. Chemistry Education Degree Program (Revised 2008) where the courses that will be removed or replaced are tagged. Also, the Modified New B.A. in Chemistry Education Program (Revised 2011) is attached that shows the replacement courses and the hour adjustments. <small>(Max 4000 characters)</small>

Rationale UWG has been awarded the UTEACH grant that requires the course changes in the Teacher Certification secondary Ed degree program. <small>(Max 4000 characters)</small>
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Planning Info Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 6
--

Comments <small>(Max 4000 characters)</small>

College Approvals
<u>Scott Gordon [APPROVED 2011-11-04]</u> Coordinator, COSM Curriculum Committee
<u>Spencer J. Slattery [APPROVED 2011-11-01]</u> Chair, Course Department

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

Other Approvals
<u>Camilla Gant [APPROVED 2012-03-05]</u> Chair, Undergraduate Academic Programs Committee

Final Approval
<u>Jon Anderson [REQUIRED]</u> Chair, Faculty Senate

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 11/2011

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

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

B.A. Chemistry Education (Modified Program)

Semester Courses	Semester Hours	Completed
Area A - Essential Skills 9 hours		
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities 4 hours		
1. Oral Communication:		
Choose one:		
COMM 1110 Public Speaking	3	
PIIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
*Choose one (if XIDS 1004 is not chosen above)		
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	2	
CS 1000 Practical Computing	1	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	2	
XIDS 2001 What Do You Really Know About..	1	
XIDS 2002 What Do You Really Know About ...	2	
UTCH 2001 STEP 1 (recommended)	1	(added)
UTCH 2001 STEP 2 (recommended)	1	(added)
Area C - Humanities and Fine Arts 6 hours		
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit.		
ENGL 2190 Studies in Lit. by Women		
FORL 2200 Survey of National Lit.		
FORL 2300 Topics in National Lit.		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
Any 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses) 11 hours		
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences 12 hours		
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 11/2011

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION _____ U.S. & GA HISTORY _____ REGENTS' TEST _____
 STUDENT _____ GRE: _____ VERBAL _____ QUANT. _____ DATE _____
 Student ID _____ MAJOR ADVISOR _____
 U.S. & GA CONSTITUTION _____ REGISTRAR _____ DATE _____

B.A. Chemistry Education (Modified Program)

Choose one: ANTI 1102 Intro to Anthropology ECON 2100 Economics for Everyone ECON 2105 Principles of Macroeconomics ECON 2106 Principles of Microeconomics GEOG 1013 World Geography GEOG 2503 Cultural Geography POLS 2201 State and Local Government PSYC 1101 Intro to General Psychology SOCI 1101 Intro to Sociology SOCI 1160 Intro to Social Problems XIDS 2300 Interdisciplinary Studies in the Social Sciences XIDS 2301 Intro to Global Studies	3	
Semester Courses	Semester Hours	Completed
Area F	18 hours (includes 2 hrs of Math from Area A & D)	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CIEM 2411/2411L	3/1	
Total Core	60 hours	

Major Courses	24 hours	
<i>CHEM 2130 Sophomore Seminar (added)</i>	<i>1</i>	<i>(added)</i>
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CIEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
<i>CHEM 4910 Tools and Applications in Chemistry</i>	<i>3</i>	<i>(added)</i>
<i>**CHEM Elective _____</i>	<i>3</i>	<i>(hours changed)</i>
Courses from Supporting Disciplines	17 hours	
<i>CHEM 3825 Research Methods</i>	<i>3</i>	<i>(added)</i>
<i>CHEM 3815 Perspective on Science and Math</i>	<i>3</i>	<i>(added)</i>
<i>BIOL 1107 + Lab</i>	<i>4</i>	<i>(added)</i>
<i>BIOL 1108 + Lab</i>	<i>4</i>	<i>(added)</i>
FREN, SPAN, or GRMN 2001	3	
Professional Education Concentration (3000 – 4000 level courses)	21 hours	
<i>UTCH 3001 Knowing and Learning</i>	<i>3</i>	<i>(added)</i>
<i>UTCH 3002 Classroom Interactions</i>	<i>3</i>	<i>(added)</i>
<i>UTCH 3003 Problem based Learning</i>	<i>3</i>	<i>(added)</i>
<i>UTCH 4000 Apprentice Learning</i>	<i>9</i>	<i>(added)</i>
<i>UTCH 3004 Inclusive Math & Sci Classroom</i>	<i>3</i>	<i>(added)</i>
Total	122 hours (hours adjusted)	

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

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

** CHEM 3130 and 3140 cannot be used here.

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 10/2008

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION U.S. & GA HISTORY _____ REGENTS' TEST _____
 STUDENT _____ GRE: _____ VERBAL _____ QUANT. _____ DATE _____
 Student ID _____ MAJOR ADVISOR _____
 U.S. & GA CONSTITUTION _____ REGISTRAR _____ DATE _____

B.A. Chemistry Education (Previous Program)

Semester Courses	Semester Hours	Completed
Area A - Essential Skills 9 hours		
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities 4 hours		
1. Oral Communication:		
Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL/THFA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
*Choose one (if XIDS 1004 is not chosen above)		
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	2	
CS 1000 Practical Computing	1	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	2	
XIDS 2001 What Do You Really Know About..	1	
XIDS 2002 What Do You Really Know About ...	2	
Area C - Humanities and Fine Arts 6 hours		
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 Studies in African American Lit.		
ENGL 2180 Studies in Lit. by Women		
ENGL 2200 Survey of National Lit.		
ENGL 2300 Topics in National Lit.		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
Any 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses) 11 hours		
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences 12 hours		
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Choose one:		
ANTH 1102 Intro to Anthropology	3	
ECON 2100 Economics for Everyone		
ECON 2105 Principles of Macroeconomics		
ECON 2106 Principles of Microeconomics		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology		
SOCI 1101 Intro to Sociology		
SOCI 1160 Intro to Social Problems		
XIDS 2300 Interdisciplinary Studies in the Social Sciences		

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 10/2008

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION _____

U.S. & GA HISTORY _____

REGENTS' TEST _____

STUDENT _____

GRE: VERBAL _____

QUANT. _____ DATE _____

Student ID _____

MAJOR ADVISOR _____

DATE _____

U.S. & GA CONSTITUTION _____

REGISTRAR _____

B.A. Chemistry Education (Previous Program)

Semester Courses	Semester Hours	Completed
XIDS 2301 Intro to Global Studies		
Area F		
18 hours (includes 2 hrs of Math from Area A & D)		
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	60 hours	

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

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 10/2008

DEGREE: B.A. MAJOR: CHEMISTRY EDUCATION OPTION _____ U.S. & GA HISTORY _____ REGENTS' TEST _____
STUDENT _____ GRE: _____ VERBAL _____ QUANT. _____ DATE _____
Student ID _____ MAJOR ADVISOR _____
U.S. & GA CONSTITUTION _____ REGISTRAR _____ DATE _____

B.A. Chemistry Education (Previous Program)

Total

125 hours (hours adjusted)

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

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

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

Program View Request (Read-Only)

Originator		
College of Science and Mathematics <small>College</small>	Geosciences Department <small>Department</small>	Mayer, James R. <small>Originator</small>

Action		Modifications	
Add	Modify	Deactivate	Terminate
		Reactivate	
	Program Name	Program Description	Degree Name
See Modification Details			

Program Selection		
College of Science and Mathematics <small>College</small>	Bachelor of Science with a Major in Earth Science/Secondary Education <small>Program</small>	
Bachelor of Science with a Major in Earth Science/Secondary Education <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Science <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2012

Modification Details
Make program compatible with new College of Ed UTeach program.
<small>(Max 4000 characters)</small>

Rationale
Secondary Ed programs need to meet new requirements of UTeach program in College of Ed.
<small>(Max 4000 characters)</small>

Planning Info
Library Resources are Adequate
Library Resources Need Enhancement
Present or Projected Annual Enrollment: 6

Comments
Proposed catalog description attached
<small>(Max 4000 characters)</small>

College Approvals
Curtis L. Hollabaugh [APPROVED 2012-01-12] Chair, Course Department
Scott Gordon [APPROVED 2012-02-07] Coordinator, COSM Curriculum Committee

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

Other Approvals
Camilla Gant [APPROVED 2012-02-22] Chair, Undergraduate Academic Programs Committee

Final Approval
Jon Anderson [REQUIRED]
Chair, Faculty Senate

Proposed catalog description, B.S. Degree With a Major in Earth Science, Secondary Education Track

Requirement	<u>Hours</u>
Core Areas A, B, C, D and E:	42
Core Area A: must include MATH 1113	
Core Area D: Must choose Option II MATH 2063, GEOG 1112/1112L and GEOG 1113/1113L recommended	
Core Area F:	18
GEOL 1121+1121L and GEOL 1122+1122L	8
CHEM 1211K and CHEM 1212K	8
MATH 1113	1
Elective	1
 Required Courses, College of Education	 26
UTCH 2001	1
UTCH 2002	1
UTCH 3001	3
UTCH 3002	3
UTCH 3003	3
UTCH 3004	3
UTCH 4000	9
STEM 3815	3
 Required Lower Division Courses	 9-12
GEOL 2503	3
GEOL 2002	2
ASTR 2313/2313L	4
MATH 2063 (if not in core)	0-3
 Required Upper Division Courses	 16-17
GEOL 3004 or GEOL 3014	4
GEOL 4003 or GEOL 4083	3
GEOL 4024 or GEOL 4103	3-4
GEOL 4203	3
GEOL 3825	3
 Electives chosen from the following	 5-9
any GEOL course 3000 or higher	
GEOG 3713	
GEOG 4103	

Program View Request (Read-Only)

Originator		
College of Science and Mathematics <small>College</small>	Geosciences Department <small>Department</small>	Walter, Andy <small>Originator</small>

Action Add <input checked="" type="radio"/> <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:25%;">Program Name</th> <th style="width:25%;">Program Description</th> <th style="width:25%;">Degree Name</th> <th style="width:25%;">See Modification Details</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Program Name	Program Description	Degree Name	See Modification Details				
Program Name	Program Description	Degree Name	See Modification Details						

Program Selection		
College of Science and Mathematics <small>College</small>	Bachelor of Arts with a Major in Geography <small>Program</small>	
Bachelor of Arts with a Major in Geography <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Arts <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2012

Modification Details Eliminate BA Geography degree program. <small>(Max 4000 characters)</small>

Rationale See attachment. <small>(Max 4000 characters)</small>

Planning Info Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 0
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Comments <small>(Max 4000 characters)</small>

College Approvals Curtis L. Hollabaugh [APPROVED 2012-01-20] _____ <small>Chair, Course Department</small> Scott Gordon [APPROVED 2012-02-07] _____ <small>Coordinator, COSM Curriculum Committee</small>
--

Cross Listing Approvals N/A _____ <small>Chair, Cross Listed Department</small> N/A _____ <small>Associate Dean, Cross Listed College</small>
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Other Approvals Camilla Gant [APPROVED 2012-02-22] _____ <small>Chair, Undergraduate Academic Programs Committee</small>

Final Approval Jon Anderson [REQUIRED] _____ <small>Chair, Faculty Senate</small>
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Changes in the Department of Geosciences' Geography Programs

The Department of Geosciences proposes four changes to its undergraduate Geography degree programs. Currently, the department offers both BA and BS degree programs in Geography. The proposed changes will eliminate the BA degree program and modify the BS degree program. These changes will allow the Department of Geosciences to facilitate effective advising and progress towards the degree, provide educational options for majors that reflect the breadth and diversity of the contemporary academic field and professional landscape, and enhance the ability of the department to more effectively and efficiently serve both Geography majors and non-majors with existing faculty. We believe this package of changes will increase the number of Geography majors and graduates at UWG.

Change 1 Eliminate BA Degree in Geography, enabling the department to focus attention and limited resources and personnel on a single degree program in Geography. Unlike the existing BS Geography degree program, the BA Geography degree program has a focus on geographies of human experiences and social relations and develops social scientific and humanistic approaches. Changes 2, 3 and 4 described below will modify the BS Geography degree program to accommodate the focus and approaches of human and environmental geography (the study of the biophysical world from a social scientific and/or humanistic perspective). The department therefore wishes this particular change to be contingent on the approval of Changes 2, 3 and 4.

Change 2 Modify Area F of the BS Degree in Geography to create one that establishes for all Geography majors grounding in the discipline's major subfields of Physical Geography, Human Geography, and GIS/Mapping and Spatial Analysis. The proposed Area F is more comprehensive (or encompassing) and inclusive than the existing Area F.

Existing Area F

GEOG 2083 or MATH 2063	Intro Geographical Analysis or Applied Statistics	3
MATH 1634	Calculus	0-4
GEOG 2553	Introduction to GIS and Mapping Sciences	3
Comp. Intro/Applic	Courses from CISM, CS, GEOG, GEOL, XIDS	2-3
1000/2000 level lab science	Courses from BIOL, CHEM, GEOG, GEOL, PHYS	8
1000/2000 level hours	Any courses	0-4
Total		18

Proposed Area F

GEOG 1013	World Geography	3
GEOG 1112 or 1113	Weather and Climate or Landform Geography (if not taken in Area D)	0-3
GEOG 2083	Introduction to Geographical Analysis	3
GEOG 2553	Introduction to GIS and Mapping Sciences	3
1000/2000 level hours	Courses from COSM, COSS, or COAH	6-9
Total		18

Change 3 Modify the BS Degree in Geography to create four concentrations, in Human Geography, Environmental Geography, GIS, and Physical Geography. The existing BS Geography degree program offers only two concentrations, GIS and Physical Geography. The addition of the Human Geography and Environmental Geography concentrations will allow the BS degree to reflect the contemporary discipline's breadth by accommodating a wider range of geographical topics, questions, methodologies, and analytical approaches. The four concentrations are spelled out on the following pages.

Change 4 Modify the learning outcomes for the BS Geography degree by incorporating a social dimension to numbers 6 and 7.

1. Demonstrate a general knowledge of geographic dimensions of social and environmental phenomena and processes;
2. Demonstrate in-depth knowledge of a specific geographical question;
3. Demonstrate an ability to analyze data geographically;
4. Demonstrate an ability to represent data geographically;
5. Demonstrate an ability to construct and present an argument based on evidence.
6. **[Existing]** Demonstrate an understanding of the geographic dimensions of patterns and processes of the physical environment;
[Proposed] Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments.
7. **[Existing]** Demonstrate competence in acquiring, evaluating, and analyzing data about the physical world.
[Proposed] Demonstrate competence in acquiring, evaluating, and analyzing data about social and/or physical patterns, relations processes, and environments.

Proposed Geography listing for *Undergraduate Catalog*

B.S. Degree with a Major in Geography

Learning Outcomes

- Demonstrate a general knowledge of geographic dimensions of social and environmental phenomena and processes;
- Demonstrate in-depth knowledge of a specific geographical question;
- Demonstrate an ability to analyze data geographically;
- Demonstrate an ability to represent data geographically;
- Demonstrate an ability to construct and present an argument based on evidence.
- Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments.
- Demonstrate competence in acquiring, evaluating, and analyzing data about social and/or physical patterns, relations processes, and environments.

Requirement

Core

1) Areas A-E

Area A must have MATH 1113 or higher

Area D must have Option II

42

2) Area F

GEOG 1013 World Geography

3

GEOG 1112 or 1113 Weather & Climate or Landform Geography
(if not taken in Area D)

0-3

GEOG 2083 Introduction to Geographical Analysis

3

GEOG 2553 Introduction to GIS and Mapping Sciences

3

1000/2000 level hours Courses from COSM, COSS, or COAH

6-9

18

Major

1) Must have at least 39 hours of 3000/4000 level courses.

2) Must take GEOG 4084 during senior year.

3) Must choose a concentration. (Students in GIS concentration cannot minor in GIS.)

60

HUMAN GEOGRAPHY

Required courses

GEOG 2010 Political Geography

3

GEOG 2503 Cultural Geography (if not taken in Area E)

0-3

GEOG 3253 Economic Geography

3

GEOG 3643 Urban Geography

3

Three of the following:

9

GEOG 3085 Selected Topics in Regional Geography

GEOG 3405 Geographies of Sustainability

GEOG 3644 Atlanta's Geographies

39

GEOG 4253	Seminar in Economic Geography	
GEOG 4500	Moral/Ethical Geographies	
GEOG 4643	Seminar in Urban Geography	
3000/4000 level hours	Any GEOG courses	9
Supporting courses	Courses from COSS, COSM or COAH	6-9
GEOG 4084	Senior Seminar	3
Minor and/or electives		21

ENVIRONMENTAL GEOGRAPHY

Required courses		39
GEOG 1112	Weather & Climate (if not taken in Area D or F)	0-3
GEOG 1113	Landform Geography (if not taken in Area D or F)	0-3
GEOG 2505	Human Impacts on the Environment	3
GEOG 2503	Cultural Geography	3
Two of the following:		6
GEOG 3713	Meteorology	
GEOG 3800	Biogeography	
GEOG 3900	Ecological Climatology	
GEOG 4103	Geography of Soils and Water	
GEOG 4700	Global Environmental Change	
GEOG 4800	Advanced Topics in Biogeography	
GEOG 4900	Dendrochronology	
Two of the following:		6
GEOG 3253	Economic Geography	
GEOG 3643	Urban Geography	
GEOG 3405	Geographies of Sustainability	
GEOG 4500	Moral/Ethical Geographies	
3000/4000 level hours	Any GEOG courses	12
Supporting courses	Courses from COSM or COSS	0-6
GEOG 4084	Senior Seminar	3
Minor and/or electives		21

PHYSICAL GEOGRAPHY

Required courses		38
GEOG 1112	Weather & Climate (if not taken in Area D or F)	0-3
GEOG 1112L	Weather & Climate Lab (if not taken in Area D or F)	0-1
GEOG 1113	Landform Geography (if not taken in Area D or F)	0-3
GEOG 1113L	Landform Geography Lab (if not taken in Area D or F)	0-1
Four of the following:		12
GEOG 3713	Meteorology	
GEOG 3723	Physiography of the United States	
GEOG 3800	Biogeography	
GEOG 3900	Ecological Climatology	
GEOG 4103	Geography of Soils and Water	
GEOG 4700	Global Environmental Change	
GEOG 4800	Advanced Topics in Biogeography	
GEOG 4900	Dendrochronology	
GEOL 4003	Geomorphology	

3000/4000 level hours	Any GEOG courses	12	
Supporting courses	Courses from COSM	3-11	
GEOG 4084	Senior Seminar	3	
Minor and/or electives			22
GIS			
Required courses			39
GEOG 3563	Introduction to Remote Sensing	4	
GEOG 4553	Geographic Information Systems	4	
GEOG 4554	Computer Cartography	4	
Three of the following:		12	
GEOG 4562	Airphoto Interpretation and Photogrammetry		
GEOG 4564	Introduction to Image Processing		
GEOG 4753	Advanced GIS and Spatial Analysis		
GEOG 4755	GIS Database Design		
GEOG 4757	Programming and Customization in GIS		
GEOG 4893	Practicum in GIS		
3000/4000 level hours	GEOG, GEOL, CS, POLS, MGNT, ABED, CISM or ART	12	
GEOG 4084	Senior Seminar	3	
Minor and/or electives			21

Program View Request (Read-Only)

Originator		
College of Science and Mathematics <small>College</small>	Geosciences Department <small>Department</small>	Walter, Andy <small>Originator</small>

Action Add Modify Deactivate <input checked="" type="radio"/> Terminate Reactivate	Modifications Program Name Program Description Degree Name See Modification Details
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Program Selection		
College of Science and Mathematics <small>College</small>	Bachelor of Arts with a Major In Geography <small>Program</small>	
Bachelor of Arts with a Major In Geography <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Arts <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2012

Modification Details Eliminate BA Geography degree program. <small>(Max 4000 characters)</small>

Rationale See attachment. <small>(Max 4000 characters)</small>

Planning Info Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 0

Comments <small>(Max 4000 characters)</small>

College Approvals
<u>Curtis L. Hollabaugh [APPROVED 2012-01-20]</u> Chair, Course Department
<u>Scott Gordon [APPROVED 2012-02-07]</u> Coordinator, COSM Curriculum Committee

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

Other Approvals
<u>Camilla Gant [APPROVED 2012-02-22]</u> Chair, Undergraduate Academic Programs Committee

Final Approval
<u>Jon Anderson [REQUIRED]</u> Chair, Faculty Senate

Changes in the Department of Geosciences' Geography Programs

The Department of Geosciences proposes four changes to its undergraduate Geography degree programs. Currently, the department offers both BA and BS degree programs in Geography. The proposed changes will eliminate the BA degree program and modify the BS degree program. These changes will allow the Department of Geosciences to facilitate effective advising and progress towards the degree, provide educational options for majors that reflect the breadth and diversity of the contemporary academic field and professional landscape, and enhance the ability of the department to more effectively and efficiently serve both Geography majors and non-majors with existing faculty. We believe this package of changes will increase the number of Geography majors and graduates at UWG.

Change 1 Eliminate BA Degree in Geography, enabling the department to focus attention and limited resources and personnel on a single degree program in Geography. Unlike the existing BS Geography degree program, the BA Geography degree program has a focus on geographies of human experiences and social relations and develops social scientific and humanistic approaches. Changes 2, 3 and 4 described below will modify the BS Geography degree program to accommodate the focus and approaches of human and environmental geography (the study of the biophysical world from a social scientific and/or humanistic perspective). The department therefore wishes this particular change to be contingent on the approval of Changes 2, 3 and 4.

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Existing Area F

GEOG 2083 or MATH 2063	Intro Geographical Analysis or Applied Statistics	3
MATH 1634	Calculus	0-4
GEOG 2553	Introduction to GIS and Mapping Sciences	3
Comp. Intro/Applic	Courses from CISM, CS, GEOG, GEOL, XIDS	2-3
1000/2000 level lab science	Courses from BIOL, CHEM, GEOG, GEOL, PHYS	8
1000/2000 level hours	Any courses	0-4
Total		18

Proposed Area F

GEOG 1013	World Geography	3
GEOG 1112 or 1113	Weather and Climate or Landform Geography (if not taken in Area D)	0-3
GEOG 2083	Introduction to Geographical Analysis	3
GEOG 2553	Introduction to GIS and Mapping Sciences	3
1000/2000 level hours	Courses from COSM, COSS, or COAH	6-9
Total		18

Change 3 Modify the BS Degree in Geography to create four concentrations, in Human Geography, Environmental Geography, GIS, and Physical Geography. The existing BS Geography degree program offers only two concentrations, GIS and Physical Geography. The addition of the Human Geography and Environmental Geography concentrations will allow the BS degree to reflect the contemporary discipline's breadth by accommodating a wider range of geographical topics, questions, methodologies, and analytical approaches. The four concentrations are spelled out on the following pages.

Change 4 Modify the learning outcomes for the BS Geography degree by incorporating a social dimension to numbers 6 and 7.

1. Demonstrate a general knowledge of geographic dimensions of social and environmental phenomena and processes;
2. Demonstrate in-depth knowledge of a specific geographical question;
3. Demonstrate an ability to analyze data geographically;
4. Demonstrate an ability to represent data geographically;
5. Demonstrate an ability to construct and present an argument based on evidence.
6. **[Existing]** Demonstrate an understanding of the geographic dimensions of patterns and processes of the physical environment;
[Proposed] Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments.
7. **[Existing]** Demonstrate competence in acquiring, evaluating, and analyzing data about the physical world.
[Proposed] Demonstrate competence in acquiring, evaluating, and analyzing data about social and/or physical patterns, relations processes, and environments.

Proposed Geography listing for *Undergraduate Catalog*

B.S. Degree with a Major in Geography

Learning Outcomes

- Demonstrate a general knowledge of geographic dimensions of social and environmental phenomena and processes;
- Demonstrate in-depth knowledge of a specific geographical question;
- Demonstrate an ability to analyze data geographically;
- Demonstrate an ability to represent data geographically;
- Demonstrate an ability to construct and present an argument based on evidence.
- Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments.
- Demonstrate competence in acquiring, evaluating, and analyzing data about social and/or physical patterns, relations processes, and environments.

<u>Requirement</u>	<u>Hours</u>
Core	60
1) Areas A-E	42
Area A must have MATH 1113 or higher	
Area D must have Option II	
2) Area F	18
GEOG 1013 World Geography	3
GEOG 1112 or 1113 Weather & Climate or Landform Geography (if not taken in Area D)	0-3
GEOG 2083 Introduction to Geographical Analysis	3
GEOG 2553 Introduction to GIS and Mapping Sciences	3
1000/2000 level hours Courses from COSM, COSS, or COAH	6-9
Major	60
1) Must have at least 39 hours of 3000/4000 level courses.	
2) Must take GEOG 4084 during senior year.	
3) Must choose a concentration. (Students in GIS concentration cannot minor in GIS.)	
 HUMAN GEOGRAPHY	
Required courses	39
GEOG 2010 Political Geography	3
GEOG 2503 Cultural Geography (if not taken in Area E)	0-3
GEOG 3253 Economic Geography	3
GEOG 3643 Urban Geography	3
Three of the following:	9
GEOG 3085 Selected Topics in Regional Geography	
GEOG 3405 Geographies of Sustainability	
GEOG 3644 Atlanta's Geographies	

GEOG 4253	Seminar in Economic Geography	
GEOG 4500	Moral/Ethical Geographies	
GEOG 4643	Seminar in Urban Geography	
3000/4000 level hours	Any GEOG courses	9
Supporting courses	Courses from COSS, COSM or COAH	6-9
GEOG 4084	Senior Seminar	3
Minor and/or electives		21

ENVIRONMENTAL GEOGRAPHY

Required courses		39
GEOG 1112	Weather & Climate (if not taken in Area D or F)	0-3
GEOG 1113	Landform Geography (if not taken in Area D or F)	0-3
GEOG 2505	Human Impacts on the Environment	3
GEOG 2503	Cultural Geography	3
Two of the following:		6
GEOG 3713	Meteorology	
GEOG 3800	Biogeography	
GEOG 3900	Ecological Climatology	
GEOG 4103	Geography of Soils and Water	
GEOG 4700	Global Environmental Change	
GEOG 4800	Advanced Topics in Biogeography	
GEOG 4900	Dendrochronology	
Two of the following:		6
GEOG 3253	Economic Geography	
GEOG 3643	Urban Geography	
GEOG 3405	Geographies of Sustainability	
GEOG 4500	Moral/Ethical Geographies	
3000/4000 level hours	Any GEOG courses	12
Supporting courses	Courses from COSM or COSS	0-6
GEOG 4084	Senior Seminar	3
Minor and/or electives		21

PHYSICAL GEOGRAPHY

Required courses		38
GEOG 1112	Weather & Climate (if not taken in Area D or F)	0-3
GEOG 1112L	Weather & Climate Lab (if not taken in Area D or F)	0-1
GEOG 1113	Landform Geography (if not taken in Area D or F)	0-3
GEOG 1113L	Landform Geography Lab (if not taken in Area D or F)	0-1
Four of the following:		12
GEOG 3713	Meteorology	
GEOG 3723	Physiography of the United States	
GEOG 3800	Biogeography	
GEOG 3900	Ecological Climatology	
GEOG 4103	Geography of Soils and Water	
GEOG 4700	Global Environmental Change	
GEOG 4800	Advanced Topics in Biogeography	
GEOG 4900	Dendrochronology	
GEOL 4003	Geomorphology	

3000/4000 level hours	Any GEOG courses	12
Supporting courses	Courses from COSM	3-11
GEOG 4084	Senior Seminar	3
Minor and/or electives		22
GIS		
Required courses		39
GEOG 3563	Introduction to Remote Sensing	4
GEOG 4553	Geographic Information Systems	4
GEOG 4554	Computer Cartography	4
Three of the following:		12
GEOG 4562	Airphoto Interpretation and Photogrammetry	
GEOG 4564	Introduction to Image Processing	
GEOG 4753	Advanced GIS and Spatial Analysis	
GEOG 4755	GIS Database Design	
GEOG 4757	Programming and Customization in GIS	
GEOG 4893	Practicum in GIS	
3000/4000 level hours	GEOG, GEOL, CS, POLS, MGNT, ABED, CISM or ART	12
GEOG 4084	Senior Seminar	3
Minor and/or electives		21

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department College of Science and Mathematics Gerhard, Hannes
 Department College Originator

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details

GEOG 3405 Geographies of Sustainability
 Prefix Number Course Title

A study of the inherent geographical challenges and possible solutions to a global economic system that is quickly depleting scarce resources while causing rapid environmental strain.

Course Catalog Description

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

Prerequisites **Corequisites**

Rationale

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 30

College Approvals

Curtis L. Hollabaugh [APPROVED 2012-01-17]
 Chair, Course Department

Scott Gordon [APPROVED 2012-02-07]
 Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-06]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

The Geography of Sustainability

INSTRUCTOR: Dr. Hannes Gerhardt
PHONE: 678.839.4064 (it is more likely to reach me via email)
EMAIL: hgerhard@westga.edu
Office: Calloway Annex 252

COURSE DESCRIPTION

Is the current economic system sustainable? Can we continue to live in a global economic system based on endless growth and consumption without critically endangering the natural systems of our planet?

In this course we will look at the inherent challenges and possible solutions to a global capitalist system that is quickly depleting scarce resources while fomenting rapid environmental strain.

In the first couple of weeks of the course we will consider some of the economic structures that underlie how our planet is being impacted by humans. The rest of the course will then focus on possible solutions to unsustainable practices as presented in academia and the popular media. Such solutions include, but are not limited to, market driven eco-capitalism, eco-socialism, and post-scarcity scenarios. The intersection of geography (space, place, scale, distance), social organization, and technology will make up a critical focus when considering these solutions.

The class will be based on a set of diverse readings that will be thoroughly discussed in class. Reading and writing loads will be significant and student class participation is expected.

LEARNING OUTCOMES

Articulate key environmental challenges as they are communicated in academia and the media;

Explain how economy, culture and politics are implicated in human impacts on the environment;

Summarize various proposed solutions to environmental crises facing the world as communicated in academia and the media;

Articulate the challenges involved in achieving more sustainable economic practices;

Apply geographical analyses to the sustainability issues mentioned above, with a particular focus on space (distance), place, and scale (local/national/global)

COURSE HOMEPAGE

On the CourseDen page for this class you will find basic class information, assignments, announcements, web links, and links to the electronic reserve readings.

REQUIRED TEXTS

The one book that is required for this class is Tim Jackson's "Prosperity Without Growth". We will read most of this book, but not until the end of the semester. In addition to this book there will be other readings made available as electronic reserves, accessible through CourseDen. These will primarily be excerpts from books. You can, of course, also purchase these books, but we will be reading only selected chapters from them. We will work very closely with many of these readings in class. It is, therefore, critical that you bring your book and/or a printed version of the assigned reading to each class.

READINGS, QUIZZES AND ASSIGNMENTS

In each class period, I will assign readings that you will be required to read before coming to the next class. For each class, I will either administer a quiz or ask for a printed reading response paper to ensure that you are keeping up with the readings. I will announce in class when I expect a written response. Quizzes will take the form of a basic question that gauges your understanding of the material. Response papers are to be typed on one page, double spaced. In these responses you are to coherently summarize the argument offered in the assigned reading AND end with a personal response to this argument (at least one paragraph).

By the end of the semester you will have ended up with about 20 quiz/assignment grades. If you are absent and there is a response paper due you can email it to me by the time class starts. Then, bring the hard copy of the response paper to class the next time you come. Quizzes can never be made up due to an absence. I will, however, allow you to drop your lowest 2 quiz/assignment grades.

If by the end of the semester you have received an "A" for all of these quiz/assignments prior to any drops you will be given an A+ (110) for this part of your overall grade. The quiz/assignments make up 20% of your grade. This means that if you frequently fail to do your readings prior to class you will not be able to do well in this course. On the other hand, if you are good at doing your readings you are not only assured a good grade in this part of your overall grade but you will also be well prepared for the two exams and your term paper.

DISCUSSION LEADERSHIP

Each student will be responsible for leading the discussion for one of the sections we are covering. The role of the discussion leader will be to 1) provide a printed outline of the reading that is being covered for that day, 2) use the outline to orally summarize the material to the class, 3) hand out and present a number of discussion questions that pertain to the reading in order to facilitate a discussion.

The outline can be a simple, bulleted, point by point presentation of the material. The outline should focus on the main points that the author is making: What are the key assertions being made and how are they made. The oral summary should, if standing on its own, be between 10-20 minutes. However, it will be informal – you will remain seated and simply present the material as you understood it. You can use notes but you should by no means read your summary. In fact, your summary of the reading should be rather open ended; it may include questions to the class and a back and forth exchange about the meaning of the text. Finally, the discussion questions should be questions that pertain not so much to the meaning of the text but to the implications of the text. In other words, you should devise questions that are evaluative in nature – i.e. is the argument good or bad, what is left out, how can it be applied, what alternatives are there, etc.

TERM PAPER

Another major feature in your semester workload will be your research paper. I will provide the details of this assignment in a separate handout. In general terms, however, this project will require you to pick an issue or event (it should be relatively current) that you will analyze from a sustainability perspective. The key here is to apply a theoretical framework covered in class to a particular event or situation. Some research will be necessary to understand the issue/event. However, I also want you to use the class readings, together with your own powers of analysis (hopefully honed by this class), to develop a clear, convincing, and theoretically grounded argument.

The paper will be broken up into two assignments: 1) a two paged proposal, including a summary of the argument you will be making, with references and 2) the final paper. The proposal is your chance to run your idea by me and get valuable feedback for perfecting your final paper. The paper should be about 8 pages (double spaced, standard margins, 12 point font).

EXAMS

Two exams will be used to test your grasp of both the seminar discussions and the readings. The exams will consist of take home essay questions that will be made available to you in the class period prior to the exam due date. The exams must be handed to me (hard copy) during the class period for which the exam is scheduled. No emails with

attachments will be accepted. A paper that is handed in after the class period gets one grade lower for the first 24 hours, two grades lower for next 24 hours, etc.

CLASS PARTICIPATION AND ATTENDANCE

Attendance will be taken. This is how the attendance grade breaks down: Miss 1 class = 95, 2 classes = 90, 3 classes = 85, 4 classes = 80, etc . . .

University approved excuses for missing class will not be counted as absences on the condition that appropriate verification is provided. Please contact me ahead of the class period if you will be missing that day due to an approved excuse. If you miss class for any reason, it is your responsibility to find out what we did in class, what was assigned, etc.

Keep in mind that Quizzes cannot be made up if you missed class, no matter what your excuse (that is what your 2 freebees are for – see above section on quizzes). If you are an athlete that will be missing more than three days of class please see me at the beginning of the course.

Also, class participation in the class will be important. We may at times read aloud in class and discuss the meaning of certain texts, concepts, and events. Coming to class prepared and sharing your thoughts will only make this class more interesting and informative for everyone. Preparing for class is also your best bet to do well on the exams, presentation, and paper.

LATE WORK

Quizzes can never be made up. Exams can only be made up if you have proof of an unexpected and serious medical emergency (a cold is not serious enough). If you are forced to miss an exam contact me as soon as you can about this. All work that is done at home is due at the beginning of the class period on the specified due date. As a general rule, I do not accept late work.

CLASSROOM RULES

Among other things, learning requires concentration and focus. In my experience as a student as well as an instructor, adherence to the following classroom rules will promote both of these things and, therefore, enhance the learning process:

- No cell phone activity whatsoever, including reading and sending text messages.
- No internet activity via any device – hence I prefer laptops to be closed.
- No meals.
- All students are to be treated with the utmost respect during discussion times

ACADEMIC DISHONESTY

You are expected to do your own work. Evidence of academic dishonesty will result in the student's failure on the exam, quiz, or paper and may result in the student's **failure of the course or even expulsion from the university**. The most common forms of academic dishonesty in this class are cheating on exams and quizzes and plagiarism on assignments. To avoid plagiarism, never pass off another author's words and ideas as your own; in other words, **do not copy sections out of books, journals, or websites without citing these sources**. Plagiarism can be avoided by using quotation marks and citations. If you are uncertain about how to properly use quotes and citations, visit The Writing Center in TLC 1-201 or at <http://www.westga.edu/~writing/>.

GRADING SCHEME

First exam	15%
Second exam	25%
Paper proposal/summary	5%
Term Paper	20%
Quizzes/Assignments	20%

Discussion Leadership	10%
Attendance	5%
Total =	100%

IMPORTANT DATES

Oct 3, 2011	Midterm – Take Home
Nov, 9, 2011	Hand in Proposal/Summary
Nov 30, 2011	Hand in Paper
Dec 7, 2011	Final – Take Home

CLASS SCHEDULE

THE PROBLEM

---What is sustainability Aug 22, 24

---Unsustainability – Resources Sept 5(Holiday), 7, Sept 12, 14

---Unsustainability – Energy Sept 19, 21

---Unsustainability – Climate - Sept 26, 28

POSSIBLE SOLUTIONS

---Working Within the System: Oct 3, 5, Oct 10,12, Oct 17, 19

---Societal and Structural Change Oct 24, 26, Oct 31, Nov 2, Nov 7, 9, Nov 14, 16, Nov 28, 30

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department

Department

College of Science and Mathematics

College

Walter, Andy

Originator

Action

 Add
 Modify
 Delete

Modifications

Prerequisites	Description	Title	Credit	See Comments

Course Details

GEOG 4253 Seminar in Economic Geography

Prefix Number Course Title

Study of advanced topics in economic geography. Specific titles will be announced for semester offered and will be entered on transcripts. May be repeated for additional credit as topics change.

Course Catalog Description

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

Prerequisites

GEOG 3253 or consent of instructor.

Corequisites

Rationale

Currently, nearly all advanced or specialized topics courses in Geography are taught under GEOG 4082. Some students graduate with 4-6 courses under the GEOG 4082 number. This course will provide a course number for studies of advanced topics beyond GEOG 3253, which is an introduction to Economic Geography.

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment: 15

Comments

College Approvals

Curtis L. Hollabaugh [APPROVED 2012-01-18]

Chair, Course Department

Scott Gordon [APPROVED 2012-02-07]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-06]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

SEMINAR IN ECONOMIC GEOGRAPHY: FINANCIALIZATION AND THE GREAT RECESSION

GEOG 4253

SPRING 2012

INSTRUCTOR: Dr. Andy Walter

PHONE: 678.839.4070

EMAIL: awalter@westga.edu

OFFICE: Callaway 253

OFFICE HOURS: 8-10 T, W, Th and 2-4 T

COURSE DESCRIPTION AND LEARNING OUTCOMES

This course will examine the financialization of the world economy and will seek to understand the ways in which it underpins the current Great Recession? Having taken this course, students will be able to:

- Describe “financialization” as a historical, geographical, and political economic process;
- Summarize the historical and geographical development of the current financial crisis;
- Explain why the financial crisis occurred from different key perspectives;
- Describe the role of the U.S. dollar in the world economy;
- Summarize the historical and geographical development of the global monetary system;
- Explain the relationship between financialization and the dollar-based global monetary system;
- Describe principal geopolitical implications of global financialization;
- Explain the impact of financialization on the urban landscape and local communities.

COURSE TEXTS

There are three books required for this class: 1) John Bellamy Foster and Fred Magdoff's *The Great Financial Crisis* (Monthly Review), David Harvey's *Enigma of Capital* (Oxford) and 3) Craig Karmin's *The Biography of the Dollar* (Three Rivers Press). In addition to these books there will be other readings made available as electronic reserves, accessible through CourseDen. We will work very closely with many of these readings in class, it is, therefore, critical that you bring your book and/or a printed version of the assigned reading to each class. Many of these readings will be challenging. You should calculate at least one hour of reading work for each class, although for some readings it will undoubtedly take more.

READINGS, QUIZZES AND ASSIGNMENTS

I will assign readings that you will be required to read before coming to class. I will either administer a quiz or ask for a printed reading response paper to ensure that you are keeping up with the readings. Quizzes will take the form of a basic question that gauges your understanding of the material. Response papers are to be typed on one page, double spaced. In these responses you are to coherently summarize the argument offered in the assigned reading and end with a personal response to this argument.

By the end of the semester you will have ended up with about 20 quiz/assignment grades. If you are absent and there is a response paper due you can email it to me by the time class starts. Then, bring the hard copy of the response paper to class the next time you come. Quizzes can never be made up due to an absence. We will, however, allow you to drop your lowest 3 quiz/assignment grades.

The quiz/assignments make up 15% of your grade. This means that if you frequently fail to do your readings prior to class you will not be able to do well in this course. On the other hand, if you are good

at doing your readings you are not only assured a good grade in this part of your overall grade but you will also be well prepared for the three exams and your term paper.

TERM PAPER

A major feature in your semester workload will be your research paper. I will provide the details of this assignment in a separate handout. In general terms, however, this project will require you to write a paper on an issue that you will analyze using a theoretical framework you have learned from class. We will offer a number of issues you may write on. If you choose to write on a separate issue you will have to have it approved by us.

The paper will be broken up into two assignments: 1) a two paged proposal, including a summary of the argument you will be making, with references and 2) the final paper. The proposal is your chance to run your idea by us and get valuable feedback for perfecting your final paper. The paper should be between 8 and 10 pages (double spaced, standard margins, 12 point font). Being a relatively short paper for a 4000 level class I do expect it to be succinct and very well written.

EXAMS

Three exams will be used to test your grasp of both the seminar discussions and the readings. The exams will consist of take home essay questions that will be made available to you in the class period prior to the exam due date. The exams must be handed to me (typed, hard copy) during the class period for which the exam is scheduled. No emails with attachments will be accepted. A paper that is handed in after the class period gets one grade lower for the first 24 hours, two grades lower for next 24 hours, etc.

CLASS PARTICIPATION AND ATTENDANCE

Although no attendance will be taken, missing class will not only be detrimental to your quiz grade, but it will also be very damaging to your overall comprehension of the material. We will be dealing with some complex texts and failure to come to class will leave you extremely unprepared for the exams. Furthermore, coming to class prepared and sharing your thoughts will only make this class more interesting and informative for everyone. Although there are no points as such for discussion, good class participation may convince us to give your grade a boost if it is a borderline case (i.e. if it is just under the cutoff point for a higher grade).

If you have an emergency (severe illness) and cannot make it to one of the exams, you must inform us prior to the exam date. Do everything you can to not miss an exam.

Keep in mind that Quizzes cannot be made up if you missed class, no matter what your excuse (that is what your 3 freebees are for – see above section on quizzes). If you are an athlete that will be missing more than three days of class please see us at the beginning of the course.

CLASSROOM RULES

Among other things, learning requires concentration and focus. In my experience as a student as well as an instructor, adherence to the following classroom rules will promote both of these things and, therefore, enhance the learning process:

- No cell phone activity whatsoever, including reading and sending text messages.
- No internet activity via any device – hence laptops are to be closed.
- No meals.
- All students are to be treated with the utmost respect during discussion times

ACADEMIC DISHONESTY

You are expected to do your own work. Evidence of academic dishonesty will result in the student's failure on the exam, quiz, or paper and may result in the student's **failure of the course or even expulsion from the university**. The most common forms of academic dishonesty in this class are cheating on exams and quizzes and plagiarism on assignments. To avoid plagiarism, never pass off another author's words and ideas as your own; in other words, **do not copy sections out of books, journals, or websites without citing these sources**. Plagiarism can be avoided by using quotation marks and citations. If you are uncertain about how to properly use quotes and citations, visit The Writing Center in TLC 1-201 or at <http://www.westga.edu/~writing/>.

GRADING SCHEME

First exam	20%
Second exam	20%
Third exam	20%
Paper proposal/summary	5%
Term Paper	20%
Quizzes/Assignments	15%
Total =	100%

CLASS SCHEDULE

- I) Intro
- II) Financialization of Capitalism – History, geography, and theory
- III) Financialization of Capitalism – Implications, geographical dimensions
- IV) The Dollar and the Global Monetary System – History and theory
- V) The Dollar and the Global Monetary System – Geo-economic and geo-political implications
- VI) The Financial Crisis—Geography as outcome, geography as contributor, geography as a “fix”

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department College of Science and Mathematics Gerhardt, Hannes

Department College Originator

Action **Modifications**

Add Modify Delete

Prerequisites Description Title Credit See Comments

Course Details

GEOG 4500 Moral Geographies

Prefix Number Course Title

A study of the intersection between ethics and geography. This course takes up issues such as the geographical conditioning of norms and values, the geographical dimensions of responsibility, and the ethical dilemmas involved in our current social geography. As will be revealed in the course, many of the issues covered in human geography, from globalization and border making to migration and environmental degradation, are linked to deeply seated, yet contested norms.

Course Catalog Description

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

Prerequisites **Corequisites**

Rationale

Planning Info **Comments**

Library Resources are Adequate
Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

College Approvals

Curtis L. Hollabaugh [APPROVED 2012-01-17]
Chair, Course Department

Scott Gordon [APPROVED 2012-02-07]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-06]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

MORAL GEOGRAPHIES SYLLABUS

COURSE DESCRIPTION

A study of the intersection between ethics and geography. This course takes up issues such as the geographical conditioning of norms and values, the geographical dimensions of responsibility, and the ethical dilemmas involved in our current social geography. As will be revealed in the course, many of the issues covered in human geography, from globalization and border making to migration and environmental degradation, are linked to deeply seated, yet contested norms.

LEARNING OUTCOMES

Analyze the normative assumptions entailed in a number of issues covered in human geography, including globalization, border making, migration and environmental degradation.

Articulate how ethical/moral behavior is conditioned by key geographical concepts such as space (distance)?

Explain how "place" can play an important role within a philosophical consideration of responsibility?

Articulate the roles of boundaries and borders in shaping ethical outlooks?

Identify past and current movements that question the geographical assumptions inherent in current norms and practices.

COURSE HOMEPAGE

On the CourseDen page for this class you will find basic class information, assignments, announcements, web links, and link to the electronic reserve readings.

REQUIRED TEXTS

The one book that is required for this class is David Smith's "Moral Geographies". We will read most of this book. In addition to this book there will be other readings made available as electronic reserves, accessible through CourseDen. We will work very closely with many of these readings in class. It is, therefore, critical that you bring your book and/or a printed version of the assigned reading to each class.

READINGS, QUIZZES AND ASSIGNMENTS

I will assign readings that you will be required to read before coming to class. I will either administer a quiz or ask for a printed reading response paper to ensure that you are keeping up with the readings. Quizzes will take the form of a basic question that gauges your understanding of the material. Response papers are to be typed on one page, double spaced. In these responses you are to coherently summarize the argument offered in the assigned reading and end with a personal response to this argument.

By the end of the semester you will have ended up with about 20 quiz/assignment grades. If you are absent and there is a response paper due you can email it to me by the time class starts. Then, bring the hard copy of the response paper to class the next time you come. Quizzes can never be made up due to an absence. I will, however, allow you to drop your lowest 3 quiz/assignment grades.

If by the end of the semester you have received an "A" for 20 of these quiz/assignments prior to any drops you will be given an A+ (110) for this part of your overall grade. The quiz/assignments make up 20% of your grade. This means that if you frequently fail to do your readings prior to class you will not be able to do well in this course. On the other hand, if you are good at doing your readings you are not only assured a good grade in this part of your overall grade but you will also be well prepared for the two exams and your term paper.

DISCUSSION LEADERSHIP

Each student will be responsible for leading the discussion for one of the sections we are covering. The role of the discussion leader will be to 1) provide a printed outline of the reading that is being covered for that day, 2) use the outline to orally summarize the material to the class, 3) hand out and present a number of discussion questions that pertain to the reading in order to facilitate a discussion.

The outline can be a simple, bulleted, point by point presentation of the material. The outline should focus on the main points that the author is making. What are the key assertions being made and how are they made. The oral summary should, if standing on its own, be between 10-15 minutes. However, it will be informal – you will remain seated and simply present the material as you understood it. You can use notes but you should by no means read your summary. In fact, your summary of the reading should be rather open ended; it may include questions to the class and a back and forth exchange about the meaning of the text. Finally, the discussion questions should be questions that pertain not to the meaning of the text but to the implications of the text. In other words, you should devise questions that are evaluative in nature – i.e. is the argument good or bad, what is left out, how can it be applied, what alternatives are there, etc. One discussion question should attempt to probe how the theory developed in the text applies to the real world. This is best done by finding a real world situation to which the theory can be applied, and subsequently rejected or accepted.

TERM PAPER

Another major feature in your semester workload will be your research paper. I will provide the details of this assignment in a separate handout. In general terms, however, this project will require you to pick an issue or event (it should be relatively current) that you will analyze from an ethical/geographic perspective. The key here is to apply a theoretical framework covered in class to a particular event or situation. While some background research will be necessary (i.e. secondary sources such as archived newspapers), I really want you to use the class readings together with your own powers of analysis (hopefully honed by this class) to develop a clear and convincing argument.

The paper will be broken up into two assignments: 1) a two paged proposal, including a summary of the argument you will be making, with references and 2) the final paper. The proposal is your chance to run your idea by me and get valuable feedback for perfecting your final paper. The paper should be between 7 and 8 pages (double spaced, standard margins, 12 point font).

EXAMS

Two exams will be used to test your grasp of both the seminar discussions and the readings. The exams will consist of take home essay questions that will be made available to you in the class period prior to the exam due date. The exams must be handed to me (hard copy) during the class period for which the exam is scheduled. No emails with attachments will be accepted. A paper that is handed in after the class period gets one grade lower for the first 24 hours, two grades lower for next 24 hours, etc.

CLASS PARTICIPATION AND ATTENDANCE

Attendance will be taken. This is how the grade breaks down: Miss 1 class = A, 2 classes = A-, 3 classes = B, 4 classes = B-, 5 classes = C, 6 classes = C-, etc . . .

University approved excuses for missing class will not be counted as absences on the condition that appropriate verification is provided. Please contact me ahead of the class period if you will be missing that day due to an approved excuse. If you miss class for any reason, it is your responsibility to find out what we did in class, what was assigned, etc.

Keep in mind that Quizzes cannot be made up if you missed class, no matter what your excuse (that is what your 3 freebees are for – see above section on quizzes). If you are an athlete that will be missing more than three days of class please see me at the beginning of the course.

Also, class participation in the class will be important. We may at times read aloud in class and discuss the meaning of certain texts, concepts, and events. Coming to class prepared and sharing your thoughts will only make this class more interesting and informative for everyone. Although there is not a discussion grade as such, good class participation may convince me to give your grade a boost if it is a borderline case (i.e. if it is just under the cutoff point for a higher grade).

LATE WORK

Quizzes can never be made up. Exams can only be made up if you have proof of an unexpected and **serious** medical emergency (a cold is not serious enough). If you are forced to miss an exam contact me as soon as you can about this. All work that is done at home is due at the beginning of the class period on the specified due date. As a general rule, I do not accept late work.

CLASSROOM RULES

Among other things, learning requires concentration and focus. In my experience as a student as well as an instructor, adherence to the following classroom rules will promote both of these things and, therefore, enhance the learning process:

- No cell phone activity whatsoever, including reading and sending text messages.
- No internet activity via any device – hence laptops are to be closed.
- No meals.
- All students are to be treated with the utmost respect during discussion times

ACADEMIC DISHONESTY

You are expected to do your own work. Evidence of academic dishonesty will result in the student's failure on the exam, quiz, or paper and may result in the student's **failure of the course or even expulsion from the university**. The most common forms of academic dishonesty in this class are cheating on exams and quizzes and plagiarism on assignments. To avoid plagiarism, never pass off another author's words and ideas as your own; in other words, **do not copy sections out of books, journals, or websites without citing these sources**. Plagiarism can be avoided by using quotation marks and citations. If you are uncertain about how to properly use quotes and citations, visit The Writing Center in TLC 1-201 or at <http://www.westga.edu/~writing/>.

GRADING SCHEME

First exam	20%
Second exam	20%
Paper proposal/summary	5%
Term Paper	20%
Quizzes/Assignments	20%
Discussion Leadership	10%
Attendance	5%
Total =	100%

IMPORTANT DATES

Oct 14, 2009	Midterm – Take Home
Nov 4, 2009	Hand in Proposal/Summary
Dec 2, 2009	Hand in Paper
Dec 11, 2009	Final – Take Home

CLASS SCHEDULE

- 1) Intro: Aug 14th

- II) Ethical Approaches and Geography: Aug 16th – Aug 31st
- 1) What is oppression? – Iris Marion Young (1990)
 - 2) Social Justice – MG Chapter 7
 - 3) Ethics of Care – Victoria Lawson (2007)
- III) Ethics and Distance: Sept 2th – Sept 30th
(Film: Counterpoint)
- 1) Ethics and place – Michael Curry (1999)
 - 2) Locality and community – MG Chapter 4
 - 3) Caring for distant others – MG Chapter 5
 - 4) Who belongs where – MG Chapter 6
 - 5) Patriotism vs. Global citizenship – Nussbaum (1994)
- IV) Foreign Interventions: Oct 2nd – Oct 12th
(Film: Ghost of Rwanda)
- 1) Responsibility to intervene – Ignatieff (2003)
 - 2) Dangers of intervention – O'Tuathail (1999)
- V) Development: Oct 19th – Oct 28th
- 1) Ethical dimensions of development – MG Chapter 8
 - 2) Human rights and development – Giles Mohan and Jeremy Holland (2001)
- VI) The Environment – Oct 30th to Nov 16th
(Film: An Inconvenient Truth)
- 1) Ethical dimensions of human/environment interaction – MG Chapter 9
 - 2) Global Warming – James Proctor (1999)
 - 3) Environmental Justice and Globalization – Laura Pulido
- VII) Resistance – Nov 19th – Dec 4th
(Film: No Logo, A Place Called Chiapas)
- 1) Anti-Globalization – Anita Lacey (2005)
 - 2) The Voiceless - M.L. King (1986)
 - 3) Zapatista's new resistance – Popke 2004
 - 4) Resisting knowledge hegemony – Jack Kloppenburg

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department College of Science and Mathematics Walter, Andy
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments

Course Details

GEOG 4643 Seminar in Urban Geography
 Prefix Number Course Title

Study of advanced topics in urban geography. Specific titles will be announced for semester offered and will be entered on transcripts. May be repeated for additional credit as topics change.

Course Catalog Description

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

Prerequisites **Corequisites**

GEOG 3643, or GEOG 3644, or SOCI 4333

Rationale

Currently, nearly all advanced or specialized topics courses in Geography are taught under GEOG 4082. Some students graduate with 4-6 courses under the GEOG 4082 number. This course will provide a course number for studies of advanced topics beyond GEOG 3643, which is an introduction to Urban Geography.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Curtis L. Hollabaugh [APPROVED 2012-01-20]
 Chair, Course Department

Scott Gordon [APPROVED 2012-02-07]
 Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-01]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

SEMINAR IN URBAN GEOGRAPHY: SPATIAL JUSTICE AND THE CITY

GEOG 4643

SPRING 2012

INSTRUCTOR: Dr. Andy Walter

PHONE: 678.839.4070

EMAIL: awalter@westga.edu

OFFICE: Callaway 253

OFFICE HOURS: 8-10 T, W, Th and 2-4 T

COURSE DESCRIPTION AND LEARNING OUTCOMES

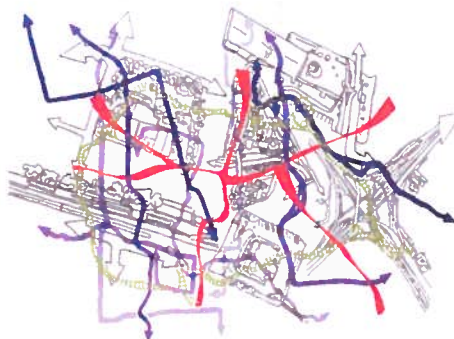
The fundamental question driving this course is *What does a just city look like?* In order to explore this question, we will contemplate conceptualizations of justice as they have been expressed in political philosophy and in geography. We will also examine conceptualizations of space to understand how geographers and critical theorists understand space and place and how, in turn, justice (or injustice) is expressed spatially. This exploration also involves examining particular dimensions of justice, such as what spatial justice means vis-à-vis housing, food, and the environment. Students having taken this course will be able to:

- Summarize and contrast key conceptions of justice in historical and contemporary social thought;
- Summarize different perspectives on justice in recent geographical thought;
- Describe key geographical dimensions to “justice” and “injustice”;
- Apply different concepts of justice to urban geographical, social, and environmental patterns;
- Explain how a given “injustice” could be addressed through geographical change;
- Articulate the primary foundations of a “just city” from a particular perspective on justice.

COURSE TEXTS

Soja, E. 2010. *Seeking Spatial Justice*. Minneapolis: University of Minnesota Press.

Additional readings will be available in the Readings folder at this course’s CourseDen site.



EVALUATION OF STUDENTS

Students' course grades will be determined by their performance on critical summaries of assigned readings, quizzes, and exams. Each of these is described below and is weighted as follows:

Term Paper	20%
Critical Summaries	30%
Exam 1	25%
Exam 2	25%
Course	100%

TERM PAPER

Your term paper should be 15-20 pages (double-spaced, 12 pt font) on a topic that is relevant to the course material. The format is flexible: your paper might be a critical literature review of a body of research, a secondary empirical analysis of a chosen topic, or even your own primary research. The important common requirement is a demonstrated ability to assemble and peruse relevant literature, to synthesize it clearly, to critically evaluate its usefulness, to identify tensions or questions that arise, and to write a carefully edited and coherent essay. You are welcome and encouraged to make the term paper as useful to your academic and professional development as possible. That is, consider presenting your term paper at a conference, submitting it for publication, or using it as a (partial) chapter in your thesis. Use this assignment as an opportunity to explore a dimension of urban geography and to further your academic goals. A one-page proposal of your term paper is due xxxxx, a 10 page draft is due xxxxx, and your final paper is due xxxxxx.

EXAMS

Exams will cover all aspects of the course and consist of essay questions. Students with university-approved excuses can make up a missed exam on the condition that appropriate verification is provided. **IMPORTANT NOTES REGARDING EXAM POLICY:** (1) If you arrive late for an exam, you will not be allowed to sit for it after the first person who completes it has left the room; (2) I reserve the right to schedule all make-up exams (and quizzes) on the day of the final exam.

CRITICAL SUMMARIES

A critical summary identifies and summarizes, often in an evaluative manner, the main argument of a particular text. A fuller description of critical summaries is found in the Assignments folder on CourseDen.

READING ASSIGNMENTS

You are expected to have reading assignments completed on the day listed. You will be accountable for the content of an assigned reading from the time it is assigned until the end of the term.

ATTENDANCE

While I do not take a daily count, I expect that you will attend every class meeting. If you miss class for any reason, it is your responsibility to find out what we did in class, what was assigned, whether or not there was a quiz, etc. **PLEASE NOTE:** This applies to punctuality as well—I expect that you will arrive to

class on time and not leave early. If you do so, you need to have an adequate excuse and it is your responsibility to acquire missed lecture notes and make up any work, quizzes.

CLASSROOM RULES AND EXPECTATIONS

Among other things, learning requires concentration, focus, and an approach that respects the necessary time and energy commitment. In my experience as a student as well as an instructor, adherence to the following classroom rules will promote both of these things and, therefore, enhance the learning process:

- No cell phone activity, including reading and sending text messages.
- No internet activity via any device.
- Use of laptops is permitted only if these two conditions are met: (1) Permission has been granted by me and (2) the student must sit in the back row of the classroom.
- No meals.
- Show up on time and do not leave early (this includes packing up your things before I have dismissed the class).
- No talking out of turn (when I am lecturing, there is a video or radio excerpt playing, or a classmate is asking a question, making a comment, etc.).
- Check your UWG email regularly.
- I will only read emails that meet the following specifications:
 - Subject line reads, "GEOG 3253"
 - Begins with a professional salutation (greeting).
 - Ends with a professional closing (good bye).
 - Signed by the student.
 - Written in a professional manner.
 - Appropriately punctuated.
 - Adheres to rules of grammar.

ACADEMIC DISHONESTY

You are expected to do your own work. Cheating will not be tolerated. On assignments you may ask for basic help or advice from a classmate, but you must carry out the substantive work on your own. Evidence of academic dishonesty will result in the student's failure on the exam, quiz, or assignment and may result in the student's **failure of the course**. The most common forms of academic dishonesty in this class are cheating on exams and quizzes and these can occur both in class (looking at another student's paper, consulting your text or phone during a close-book exam) and out of class (revealing quiz or exam questions and answers to others who have not yet sat for it).

STUDENT DISABILITIES

If you have a disability that requires special accommodations, please contact me as well as the Office of Disability Services within the first two weeks of class.

EXAM SCHEDULE

XXXXXXXXXX
XXXXXXXXXX

TENTATIVE SCHEDULE OF TOPICS AND READINGS*

Week 1 Introduction to the course

Readings

- Tough, P. 2004. "The Harlem Project" *New York Times Magazine*, 20 June 2004
- Lupton, R. 1997, "Indigenizing" *Return Flight: Community Development through Reneighboring our Cities*. Atlanta: FCS Urban Ministries, pp 49-53.

JUSTICE

Week 2 Theories of justice

Readings:

The following readings come from Hartman, R. 1984. *Poverty and Economic Justice*, New York: Paulist Press.

- Adam Smith from *The Wealth of Nations* 13-17
- David Ricardo from *Political Economy*, 30-34
- Thomas Paine, from *Rights of Man*, 35-41
- John Stuart Mill from *Political Economy*, 42-48
- Karl Marx from *Capital*, 56-61
- John Rawls from *A Theory of Justice*, 108-121
- Robert Nozick, from *Anarchy, State and Utopia*, 122-131

Week 3 Contemporary theories of justice

Readings:

- Young, I. 1990, "Introduction," "Displacing the distributive paradigm" and "Five faces of oppression" in *Justice and the Politics of Difference*, Princeton University Press, 3-65.
- Fraser, N. 1997. "From redistribution to recognition? Dilemmas of justice in a 'postsocialist' age" and "Culture, political economy, and difference: On Iris Young's Justice and the politics of difference" *Justice Interruptus: Critical Reflections on the 'Postsocialist' Condition*. New York and London: Routledge, 11-39 and 189-205.
- Sen, A. 2010, "Introduction" *The Idea of Justice*, Cambridge, MA: The Belknap Press of Harvard University Press, pp. 1-28.

Weeks 4-5 Justice in geography

Readings:

- Smith, D. 1998. "How far should we care? On the spatial scope of beneficence" *Progress in Human Geography* 22(1): 15-38.
- Harvey, D. 1996. "Ch 12, Class relations, social justice, and the political geography of difference," *Justice, Nature and the Geography of Difference*, pp 334-365.
- Purcell, M. 2002, "Excavating Lefebvre: the Right to the City and its urban politics of the inhabitant" *GeoJournal* 58: 99-108.

THEORIZING SPACE

Week 6 Conceptualizing Place and Space I

Term-paper proposal due

Readings:

- Lefebvre, H. 1991 [1974]. *The Production of Space*. Oxford, UK and Cambridge, MA: Blackwell, pp. 30-59.

- Merrifield, A. 2000 "Henri Lefebvre: A socialist in space" in Crang, M. and N. Thrift (eds.), *Thinking Space* pp. 167-182.
- Harvey, D. 2006. "Space as a keyword" in Castree, N. and D. Gregory (eds.), *David Harvey*. Malden, MA: Blackwell Publishing, 270-293.

Week 7 Conceptualizing Place and Space II

Readings:

- Massey, D. 1991. "A global sense of place" *Marxism Today*
- Massey, D. 2005. Ch 1, "Opening Propositions," pp. 9-12; Chapter 10 "Elements for Alternatives," ; part 5 "A relational politics of the spatial" pp., 147-148; , and chapter 15, "Making and contesting time-spaces" in *For Space*. London: Sage Publications.
- Harvey, D., "Ch 9, the Social Construction of Space and Time," and "Ch 11: From Space to Place and Back again" *Justice, Nature, and the Geography of Difference*

SPATIAL JUSTICE

Week 8 Spatial Justice I

Readings:

- Soja, E. 2010. Introduction, Chapter 1: "Why Spatial? Why Justice? Why L.A.? Why Now?"; Chapter 2: "On the Production of Unjust Geographies", and Ch 3: "Building a Spatial Theory of Justice" in *Seeking Spatial Justice*, Minneapolis, MN: University of Minnesota Press, pp. 1-110.

Weeks 9 Spatial Justice II

Readings:

- Soja, E. 2010. Chapters 4: "Seeking Spatial Justice in Los Angeles"; Chapter 5: "Translating Theory into Practice: Urban Planning at UCLA", and Chapter 6 "Seeking Spatial Justice after 9/11: Continuities and Conclusions" in *Seeking Spatial Justice*, Minneapolis, MN: University of Minnesota Press, pp 111-200
- Fainstein, S. 2010. "Introduction: Toward an Urban Theory of Justice," Chapter 1: "Philosophical Approaches to the Problem of Justice," and Chapter 2: "Justice and Urban Transformation: Planning in Context" in *The Just City*, Ithaca, NY: Cornell University Press, 1-86.

SEEKING SPATIAL JUSTICE IN...

Week 10 Housing

Readings:

- Mitchell, D. 2003. "The annihilation of space by law: Anti-homeless laws and the shrinking landscape of rights" in *The Right to the City: Social Justice and the Fight for Public Space* New York and London: Guilford Press, pp 161-194.
- Walter, A. 2010, "Who will inhabit the city? Homeless perspectives on the relocation of 'The Shelter' in Tallahassee, Florida" under consideration at *Urban Geography*
- Oakley, D., E. Ruel, and L. Reid. 2009. "Moved out to where? Initial relocation destinations of former public housing residents in Atlanta" December 1, 2009 report.

Week 11 Food

Readings:

- Lappe, F. M. 2006. "A right to food? How to frame the fight against hunger" *The Nation*, 11 September 2006.
- Kwok, R. 2008. "Is local food really miles better?" *Salon.com*, 24 June 2008
- Allen, P. 1999. "Reweaving the food security net: Mediating entitlement and entrepreneurship" *Agriculture and Human Values* 16: 117-129.
- McClintock, N. 2008. "From industrial garden to food desert: Unearthing the root structure of urban agriculture in Oakland, California" *ISSC Working Paper Series* 2007-2008
- Singer, P. and J. Mason. 2006. "Eating Locally" and "Trade, Fair Trade, and Worker's Rights" in *The Way We Eat: Why our Food Choices Matter*, Rodale Publishers.

Week 12

The environment

10 page draft of term paper due

Readings:

- Pulido, L. 2000 "Rethinking environmental racism: White privilege and urban development in Southern California" *Annals of the Association of American Geographers*, 90(1): 12-40.
- Kurtz, H. 2005, "Alternative visions for an environmental justice dispute," *Space and Polity*, 9(1): 77-91.
- Runfolo, D. and K. Hankins, 2010 (forthcoming) "Urban dereliction as environmental injustice" *ACME: An International E-Journal of Critical Geographies*

Week 13

The neighborhood: visit to South Atlanta

Readings:

- Hankins, K. and A. Walter, (accepted) "'Gentrification with justice': An urban ministry collective and the socio-spatial dialectic of poverty in Atlanta's inner city neighborhoods" *Urban Studies*.

Week 14

Presentation of research papers/projects

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department College of Science and Mathematics Seong, Jeong
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments

Course Details

GEOG 4755 GIS Database Design
 Prefix Number Course Title

This is an advanced course in GIS databases and enterprise GIS database implementation. It is focused on the creation and administration of GIS databases. It introduces the concepts of database structure and the integration of spatial and attribute data. Topics include metadata creation, database development, querying, and administration. This class includes lectures, lab assignments, exams, and student-directed projects.

Course Catalog Description

4 0 4 Fall - 2012 Yearly Letter Grade
 Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites **Corequisites**

GEOG 4553

Rationale

There are graduate courses that may be jointly offered with the new undergraduate courses. No additional resources are required. This course will give more choices to students in the undergraduate GIS track.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Curtis L. Hollabaugh [APPROVED 2012-01-20]
 Chair, Course Department

Scott Gordon [APPROVED 2012-02-07]
 Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

GIS Database Design
GEOG 4755
Spring 2013

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface.

Department phone: 678-839-6479

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This is an advanced course in GIS databases and enterprise GIS database implementation. It is focused on the creation and administration of GIS databases. It introduces the concepts of database structure and the integration of spatial and attribute data. Topics include metadata creation, database development, querying, and administration. This class includes lectures, lab assignments, exams, and student-directed projects.

Prerequisites:

GEOG 4553

Course Objectives:

After completing this course, students should be able to:

- Create metadata
- Design GIS databases
- Query GIS databases
- Implement and maintain GIS databases

Course Materials:

Required Text: *Modeling Our World* (2nd Edition) by Zeiler, Michael

Additional materials will be supplied by instructor through electronic postings.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by means of 2 Exams, Assignments, and a Final Project. The weighting is as follows:

Exams	100 points
Assignments	100 points
Final Project	100 points

Grading Scale:

A: 270 ~ 300

B: 240 ~ 269

C: 210 ~ 239

D: 180 ~ 209

F: 0 ~ 179

Make-ups:

Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups.

Topics:

- Overview of Course

- Databases and Geodatabases

- Spatial Data Types
- Design Issues
- Metadata
- Storage and Indexing

- Managing Geodatabases
- Midterm Exam

- Project Development
- Data Acquisition
- Querying and Optimization
- Managing Error and Inaccuracy

- Maintenance of Geodatabases
- GIS Database Applications
- Directed Project Work
- Project Presentations

- Final Exam

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department

Department

College of Science and Mathematics

College

Seong, Jeong

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOG 4757 Programming and Customization in GIS

Prefix Number Course Title

This is an advanced course in GIS focusing on application development and customization. Programming languages are used to develop GIS applications. In this course students will gain a solid understanding of the fundamentals of customization and programming in a GIS environment. Programming languages supporting GIS applications such as VBA and Python will be introduced. This class includes lectures, lab assignments, exams, and student-directed projects.

Course Catalog Description

4	0	4	Fail - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

GEOG 4553

Corequisites

Rationale

There is a graduate course that may be jointly offered with the new undergraduate courses. No additional resources are required. This course will give more choices to students in the undergraduate GIS track.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

Comments

College Approvals

Curtis L. Hollabaugh [APPROVED 2012-01-20]
 Chair, Course Department

Scott Gordon [APPROVED 2012-02-07]
 Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

Programming and Customization in GIS
GEOG 4757
Spring 2013

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface.

Department phone:

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This is an advanced course in GIS focusing on application development and customization. Programming languages are used to develop GIS applications. In this course students will gain a solid understanding of the fundamentals of customization and programming in a GIS environment. Programming languages supporting GIS applications such as VBA and Python will be introduced. This class includes lectures, lab assignments, exams, and student-directed projects.

Prerequisites:

GEOG 4553

Course Objectives:

After completing this course, students should be able to:

- Customize the GIS user environment
- Use Model Builder to implement GIS processes
- Use principles of object-oriented programming

Course Materials:

Required: Burke, R., 2003, *Getting to Know ArcObjects: Programming ArcGIS with VBA (updated for ArcGIS 9.1 and 9.2)*. ESRI Press.

Recommended: Chang, K.-T., 2008, *Programming ArcObjects with VBA: A Task-Oriented Approach (2nd Edition)*. CRC.

Additional materials will be supplied by instructor.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by means of 2 Exams, Assignments, and a Final Project. The weighting is as follows:

Exams	100 points
Assignments	100 points
Final Project	100 points

Grading Scale:

A: 270 ~ 300

B: 240 ~ 269

C: 210 ~ 239

D: 180 ~ 209

F: 0 ~ 179

Make-ups:

Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups.

Topics:

- Overview of Course
- Customization
- Introduction to Programming
- VBA Fundamentals
- Branch and Loop Operations
- Subroutines and Debugging
- Object-Oriented Programming
- Midterm Exam
- Working with GIS Layers
- Working with GIS Features
- Model Builder
- Python Fundamentals
- Programming Applications with ArcGIS
- Programming Applications with ArcGIS
- Directed Project Work
- Project Presentations
- Final Exam

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department College of Science and Mathematics Seong, Jeong
 Department College Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments

Course Details

GEOG 4893 Practicum in GIS
 Prefix Number Course Title

This is an applied practicum that fosters effective use of GIS. Students who successfully complete the course are able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making. This course is designed to equip students with skills needed in the geospatial field.

Course Catalog Description

4	0	4	Fall - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites **Corequisites**

GEOG 4553, GEOG 3563 and GEOG 4554

Rationale

There is a graduate course that may be jointly offered with the new undergraduate courses. No additional resources are required. This course will give more choices to students in the undergraduate GIS track.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Curtis L. Hollabaugh [APPROVED 2012-01-20]
 Chair, Course Department

Scott Gordon [APPROVED 2012-02-07]
 Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-03-01]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

**Practicum in GIS
GEOG 4893
Spring 2013**

Instructor: TBA

Office hours: Mondays (11:00-12:00, 1:30-2:30), Fridays (9:00-11:00) or by appointment using Wimba or telephone interface .

Department phone: (678) 839-4067

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site on CourseDen.

Course Description:

This is an applied practicum that fosters effective use of GIS. Students who successfully complete the course are able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making. This course is designed to equip students with skills needed in the geospatial field.

Prerequisites:

GEOG 4553, GEOG 3563 and GEOG 4554

Learning Objectives:

- Apply GIS theories and methods to real-world problems.
- Demonstrate skills in geospatial technology.

Course Materials:

Required: Making Spatial Decisions Using GIS: A Workbook, Second Edition by Robert Kolvoord and Kathryn Keranens. 2011.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should inform the instructor during the first week of class.

Evaluation:

Students will be assessed by satisfactory completion of an approved geospatial project and assignments. The weighting is as follows:

Geospatial Project	50 points
Assignments	100 points

Grading Scale:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0 -59%

Topics:

- Introduction
- Trends in GIS
- Role of Case Studies and Samples
- Proposal Development
- Examining Literature
- Examining Data Sources
- Acquiring Data for GIS Real-time Data
- Acquiring Data for GIS
- Data Limitations
- Refining Proposal Draft
- Dissemination of Results
- Proposal Work
- Final Project Proposal Due
- Project Revisions
- Examining Error and Limitations
- Final Project Due
- Final Project Presentation

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department

Department

College of Science and Mathematics

College

Mayer, James R.

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

GEOL 3825 Research Methods

Prefix Number Course Title

See attached information

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

Required for UTeach Curriculum

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 24

Comments

See attached information

College Approvals

Curtis L. Hollabaugh [APPROVED 2012-01-11]
 Chair, Course Department

Scott Gordon [APPROVED 2012-02-07]
 Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

Catalog Description

Specially designed to meet the needs of future teachers, students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. Course is restricted to UTeach students.

Course Description

Research Methods is a one-semester, three-hour course in the required UTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed in Physics, Chemistry, Mathematics, Geology and Biology.

The goals of the course are:

- to provide UTeach students with the tools that scientists use to solve scientific problems;
- to give students the opportunity to use these tools in a laboratory setting;
- to make students aware of how scientists communicate with each other through peer-reviewed scientific literature; and
- to enable students to understand how scientists develop new knowledge and insights, the most important of which are eventually presented in textbooks and taught in conventional science classes.

Students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. The inquiries incorporate mathematics and the various science disciplines, thus the team of instructors teaching this course have expertise in different disciplines and are available to supervise all students as they work on their inquiries in the lab. Teaching Assistants (TAs) and Master Teachers are also members of the instructional team.

The combination of Research Methods and Perspectives on Mathematics and Science provides prospective science and mathematics teachers with an in-depth understanding of how the scientific enterprise works.

Class	Topic
Unit 1: Curiosity and Scientific Inquiry	
Topic 1:	Curiosity and Scientific Inquiry
Topic 2:	Scientific Methods
Topic 3:	Lab: Inquiry 1, Preparation
Unit 2: Experimental Design and Analysis	
Topic 4:	Error Analysis
Topic 5:	Reducing Systemic Error
Topic 6:	Lab: Safety, Introduction to Inquiry 2
Topic 7:	Graphical Analysis of Data
Topic 8:	Evaluating Inquiries
Topic 9:	Lab: Inquiry 2, Calibrating Equipment
Unit 3: Statistics	
Topic 10:	Introduction to Statistics
Topic 11:	Sampling and Averaging
Topic 12:	Lab: Inquiry 2
Topic 13:	Standard Deviation
Topic 14:	Standard Error
Topic 15:	Lab: Inquiry 2, Applying Statistics to Data
Topic 16:	Distributions and Central Limit Theorem
Topic 17:	Z Test
Topic 18:	Lab: Inquiry 3: Starting Off
Topic 19:	<i>t</i> Test
Topic 20:	Inquiry 2 Partner Grading
Topic 21:	Lab: Inquiry 3, χ^2 test
Topic 22:	Inquiry 2 Presentations

Class	Topic
Unit 4: Scientific Information	
Topic 23:	Lab: Inquiry 4 Planning
Topic 24:	Scientific Literature: Existence
Topic 25:	Scientific Literature: Searching
Topic 26:	Lab: Inquiry 4
Unit 5: Modeling	
Topic 27:	Order of Magnitude
Topic 28:	Dimensional Analysis
Topic 29:	Lab Inquiry 4
Topic 30:	Describing Physical Phenomena with Mathematics
Topic 31:	Temperature Change - The Big Idea with Calculus
Topic 32:	Lab: Inquiry 4
Topic 33:	Presentation Preparation
Topic 34:	Topic Presentations
Topic 35:	Lab: Inquiry 4 Partner Grading
Topic 36:	Final Exam: Inquiry 4 Presentations

Course Objectives and Expectations

Course Objectives and Evidence of Student Learning and Engagement	
Students will:	Evidence:
create their own experiments to answer scientific questions.	<ul style="list-style-type: none"> Four papers on four separate independent inquiries, designed and carried out by the student: (1) brief home inquiry, (2) laboratory inquiry using high school equipment, (3) survey involving human subjects, and (4) extended laboratory inquiry
design experiments to reduce systematic and random errors and use statistics to interpret the results.	<ul style="list-style-type: none"> Papers on inquiries 2, 3, and 4 Proposals for inquiries 2 and 4

Students will:	Evidence:
use probes and computers to gather and analyze data.	<ul style="list-style-type: none"> • Instructor observations during inquiry 2 or 4 or both
use statistics to interpret experimental results and deal with sampling errors.	<ul style="list-style-type: none"> • Two homework assignments • Two brief in-class papers • Class performance • Write-ups for inquiries 2, 3, and 4
treat human subjects in an ethical fashion.	<ul style="list-style-type: none"> • Certificate demonstrating completion of human subjects training • Satisfactory completion of inquiry 3, which involves human subjects
apply safe laboratory procedures.	<ul style="list-style-type: none"> • Instructor observations during inquiries 2 and 4
find and read articles in the scientific literature.	<ul style="list-style-type: none"> • Two homework assignments • Performance assessment during debate
create mathematical models of scientific phenomena.	<ul style="list-style-type: none"> • Two homework assignments • Personalized modeling assignments as part of inquiries 2 and 4
apply scientific arguments in matters of social importance.	<ul style="list-style-type: none"> • Student presentations of open questions
write scientific papers.	<ul style="list-style-type: none"> • Four written inquiries, with inquiries 2 and 4 involving at least two drafts
review scientific papers.	<ul style="list-style-type: none"> • Student evaluations of each other, in pairs
give oral presentation of scientific work.	<ul style="list-style-type: none"> • In-class oral reports on inquiries 2 and 4

Course Requirements and Expectations

- You must purchase the book *Surely You are Joking, Mr. Feynman*. Other materials will be provided.
- Some course topics will be covered only in class, and you must be present to receive credit. If you turn assignments late without approval, you will lose 10% of the value of the assignment for each day it is late.
- Write-ups of your final inquiries will be graded according to a rubric you will find in your course packet and checklists you can find on the course Web site.
- Inquiry drafts will be graded by checking whether the major sections of the report have been completed (Abstract, Introduction, Design, Analysis, Conclusions).
- Rewrite policy: Final drafts of Inquiries 1, 2, and 3 that have been turned in on time can be rewritten for additional credit. Contact your lecture instructor for details of the policy.
- Please note that the final inquiry must be related to the subject for which you have signed up for the class. For example, if you are registered in geology, your final inquiry must be a geology inquiry.
- Research Methods is a "substantial writing component course." Therefore, your inquiries will be evaluated both **on content** and the quality of written expression. There will be no formal examinations.

Assignments and Grading Policy

Activities	Points
Class and Laboratory Attendance. as determined by checks of active participation and submission of in-class assignments.	10
Homework Assignments.	25
Inquiry 1	5
Inquiry 2 Proposal	2
Inquiry 2 Draft. The draft may not be accepted if the proposal was not turned in on time.	3
Inquiry 2 Oral Presentation	3
Inquiry 2 Final Write-up. The formal write-up may not be accepted if the first draft was not turned in on time, the presentation was delivered, and the student participated in partner grading.	10
Inquiry 3 Write-up.	10
Inquiry 4 Proposal.	2
Debate Presentation.	5
Inquiry 4 Draft. The draft may not be accepted if the proposal was not turned in on time.	5
Inquiry 4 Oral Presentation.	5
Inquiry 4 Final Write-up. The formal write-up may not be accepted if the first draft was not turned in on time, the presentation was delivered, and the student participated in partner grading.	15
TOTAL	100

Grading Scale

90 – 100 = A

80 – 89 = B

75 – 79 = C

70 – 74 = D

Below 70 = F

Late Work Policy: Some course topics will be covered only in class, and you must be present to receive credit. If you turn assignments late without approval, you will lose 10% of the value of the assignment for each day it is late.

Policy on Scholastic Dishonesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Sample Research Methods Semester Overview

Date	Topic	Project in Progress	Reading	Homework Start	Due
Aug 27	Curiosity and scientific inquiry				
Lab	Balloons: Inquiry I Preparation	Inquiry I	Feynman, part II		
Sep 1	Labor Day				
Sep 3	Falling objects; Experimental design I		Notes, Chapter 1	1 (Inquiry Grading)	Inquiry I
Lab	Safety, Inquiry II	Inquiry II			
Sep 8	Sliding objects: Experimental design II		Notes, Chapter 2		
Sep 10	Homework 1 Grading Discussion		Notes, Appendix A	2 (Excel)	Homework 1
Lab	Graphical analysis of data: Inquiry II				Inquiry II Proposal
Sep 15	Statistics: Motivation, Overview		Sample Inquiries		
Sep 17	Statistics: sampling and averaging			3 (Human Subjects)	Homework 2
Lab	Inquiry II				
Sep 22	Statistics: Standard Deviation, Standard Error		Notes, Chapter 3	4 (Statistics)	Homework 3
Sep 24	Statistics: Standard Error				
Lab	Inquiry II				
Sep 29	Statistics: Distributions, Central Limit Thm.			5 (Inquiry grading)	Homework 4
Oct 1	Statistics: Z tests				Inquiry II draft
Lab	Inquiry III	Inquiry III			
Oct 6	Statistics: t tests: and now it's up to you.				Homework 5
Oct 8	Inquiry II partner grading				
Lab	Inquiry III+ χ^2			6 (χ^2)	
Oct 13	Scientific Literature: Existence		Notes, Chapter 5		Homework 6
Oct 15	Scientific Literature: Searching				
Lab	Inquiry IV planning	Inquiry IV			Inquiry III
Oct 20	Inquiry II presentations			7 (Literature Search)	Inq IV Proposal 1
Oct 22	Inquiry II presentations				
Lab	Inquiry IV; proposal review				Homework 7
Oct 27	Modeling: Order of magnitude I		Notes, Chapter 4	8 (Estimation)	Inq IV Proposal 2
Oct 29	Modeling: Order of magnitude II				Inquiry II final
Lab	Inquiry IV				
Nov 3	Modeling: M&Ms [M&Ms, plates]			9 (M&Ms)	Homework 8
Nov 5	Modeling: Temperature Probe				
Lab	Inquiry IV				
Nov 10	Numerical Modeling: [heat equation in Excel]	Presentations	Presentation articles	10 (Position paper)	Homework 9
Nov 12	Numerical Modeling: [Nonlinear equations]				
Lab	Inquiry IV				
Nov 17	Presentation Preparation				
Nov 19	Presentations				
Lab					
Nov 24	Thanksgiving				Homework 10
Nov 26	Thanksgiving				
Lab	Thanksgiving				
Dec 1	Presentations		Feynman, Cargo Cult...	11 (Inquiry Grading)	Inquiry IV draft
Dec 3	Presentations				
Lab	Inquiry discussions with partners				Homework 11

Sample Research Methods Semester Overview

Date	Topic	Project in Progress	Reading	Homework Start	Due
Final Exam Periods: Final Presentations					Inquiry IV final

Program View Request (Read-Only)

Originator		
College of Science and Mathematics <small>College</small>	Mathematics Department <small>Department</small>	Nguyen, Minh <small>Originator</small>

Action		Modifications	
Add	Modify	Deactivate	Terminate
		Reactivate	
	Program Name	Program Description	Degree Name
		See Modification Details	

Program Selection			
College of Science and Mathematics <small>College</small>	Bachelor of Science with a Major in Mathematics <small>Program</small>		
Bachelor of Science with a Major in Mathematics <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>	
Bachelor of Science <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2012	

Modification Details
A modified 4 year plan of Math Dept Bachelor of Science with a Major in Mathematics (Secondary Education)
<small>(Max 4000 characters)</small>

Rationale
To realign the secondary education track to fit in the UTeach program
<small>(Max 4000 characters)</small>

Planning Info
Library Resources are Adequate
Library Resources Need Enhancement
Present or Projected Annual Enrollment: 120

Comments
This is a new modification with details about the courses to be removed and courses to be added.
<small>(Max 4000 characters)</small>

College Approvals
Van Nguyen [APPROVED 2011-10-31]
<small>Chair, Course Department</small>
Scott Gordon [APPROVED 2011-11-04]
<small>Coordinator, COSM Curriculum Committee</small>

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

Other Approvals
Camilla Gant [APPROVED 2012-03-05]
<small>Chair, Undergraduate Academic Programs Committee</small>

Final Approval
Jon Anderson [REQUIRED]
<small>Chair, Faculty Senate</small>

Math Department BS in UTeach Secondary Education 4 Year Plan

Semester	Prefix	Hours	Area	Hours
Semester 1	UTCH 2001	1	UTeach Step 1	14
	ENGL 1101	3	A1	
	MATH 1113 (F, S)	4	A2(3) F(1)	
	Core	3	E1	
	POLS 1101	3	E3	
Semester 2	UTCH 2002	1	Uteach Step 2	14
	MATH 1634 (F, S)	4	D2(3) F(1)	
	CS 1300	4	F	
	MATH 2009 (F,S)	1	F	
	Core	3	E2	
	Core	1	B2	
Semester 3	ENGL 1102	3	A1	16
	UTCH 3001 Knowing & Learning	3	UTeach	
	MATH 2644 (F,S)	4	F	
	MATH 2853 (F,S)	3	F	
	Core	3	C1	
Semester 4	MATH 2654 (F,S)	4	F	17
	MATH 3003W (F,S)	3	Major	
	COMM 1110	3	B1	
	UTCH 3002 Classroom Interactions	3	UTeach	
	Core	3	D1	
	Core(Lab)	1	D1	
Semester 5	UTCH 3815 Perspectives	3	UTeach	16
	Core	3	C2	
	Core	3	D1	
	Core(Lab)	1	D1	
	Core	3	E4	
	MATH 3243W (F)	3	Major	

Semester	Prefix	Hours	Area	Hours
Semester 6	UTCH 3004 Inclusive Math & Science Classroom	3	Inclusive Math & Science Classroom	15
	MATH 3825 Research Methods	3	UTeach	
	MATH 3805 Functions & Modeling	3	UTeach Functions & Modeling	
	MATH 4233 (S)	3	Major	
	MATH 4203 (S)	3	Major	
Semester 7	MATH 3303 (F,S)	3	Major	15
	MATH 4043 (F)	3	Major	
	MATH 4413 (F)	3	Major	
	Elective	3	Major (elective)	
	UTCH 3003 Project-Based Learning	3	UTeach	
Semester 8	MATH 4513 (S)	3	Major	13
	MATH 4983 (F,S)	1	Major	
	UTCH 4000 Apprentice Teaching	9	UTeach	

Total semester hours: 120

Total UTeach course hours: 32

Note: F: Courses offered in Fall, S: Courses offered in Spring

The following courses from the current curriculum will be eliminated

- EDUC 2110 (3 hours)
- EDUC 2120 (3 hours)
- EDUC 2130 (3 hours)
- MEDT 3401 (3 hours)
- SPED 3715 (3 hours)
- CEPD 4101 Educational Psychology (3 hours)
- SEED 4240 Instructional Strategies for Sec. Mathematics (4 hours)
- SEED 4271 Secondary School Curriculum and Related Topics (3 hours)
- SEED 4286 Teaching Internship (9 hours)
- SEED 4289 Teaching Internship Seminar (3 hours)

And replaced with the following UTeach courses:

UTCH 2001 (1 hour)

UTCH 2002 (1 hour)

UTCH 3001 Knowing & Learning (3 hours)

UTCH 3002 Classroom Interactions (3 hours)

UTCH 3815 Perspectives (3 hours)

MATH 3825 Research Methods (3 hours)

MATH 3805 Functions & Modeling (3 hours)

UTCH 3003 Project-Based Learning (3 hours)

UTCH 3004 Inclusive Math & Science Classroom (3 hours)

UTCH 4000 Apprentice Teaching (9 hours)

Program View Request (Read-Only)

Originator		
College of Science and Mathematics College	Physics Department Department	Powell, Bobby E. Originator

Action		Modifications	
Add	Modify	Deactivate	Terminate
Reactivate	Program Name	Program Description	Degree Name
			See Modification Details

Program Selection		
College of Science and Mathematics College	Bachelor of Science with a Major in Physics/Secondary Education Program	
Bachelor of Science with a Major In Physics/Secondary Education Program Name	On Campus Program Location	Undergraduate Degree Level
Bachelor of Science Degree Name	Fall Effective Semester/Year	2012

Modification Details
These modifications change the courses needed to complete the degree in Physics to allow greater flexibility to meet the requirements for the Physics major by allowing a larger number of courses that could be taken and specifying fewer courses. Also, the certification requirements are less. The number of hours required in the degree is reduced from 127 to 120 and the program now has 10 hours of electives.
(Max 4000 characters)

Rationale
The University of West Georgia has recently received a grant from UTEACH to increase the number of students seeking certification in the STEM disciplines. As a result of this grant, the certification requirements have been modified considerably to make certification more attractive to STEM majors. The Department of Physics has also considered its requirements and wants to encourage its majors to consider this program by giving greater flexibility in selecting courses and to incorporate the new courses required by the UTEACH program.
(Max 4000 characters)

Planning Info
Library Resources are Adequate
Library Resources Need Enhancement
Present or Projected Annual Enrollment: 5 new

Comments
There is a critical need for properly trained physics teachers in the high schools. The Department of Physics is pleased to participate in the UTEACH program and to work to providing teachers for area schools.
(Max 4000 characters)

College Approvals
Frank Butts [APPROVED 2011-11-03] Chair, Course Department
Scott Gordon [APPROVED 2011-11-04] Coordinator, COSM Curriculum Committee

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

Other Approvals
Camilla Gant [APPROVED 2012-03-05] Chair, Undergraduate Academic Programs Committee

Final Approval
Jon Anderson [REQUIRED] Chair, Faculty Senate

**COURSE REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN PHYSICS
(PLAN D - Secondary Education Certification)**

November, 2011

AREA	COURSE	HRS	GRADE
A	ENGL 1101	3	
A	ENGL 1102	3	
B	COMM 1110	3	
B	XIDS 2001 (The Physical Universe) (recommended)	1	
C	Core Elective (See Catalog)	3	
C	Core Elective (See Catalog)	3	
D	CHEM 1211K (recommended)	4	
D	CHEM 1212K (recommended)	4	
E	POLS 1101	3	
E	HIST 1111 or 1112	3	
E	HIST 2111 or 2112	3	
E	Core Elective (See Catalog)	3	
A & F	MATH 1113 or higher (see advisor)	3 (A) 1 (F)	
D & F	MATH 1634 or higher (see advisor)	3 (D) 1 (F)	
F	MATH 2644 or higher (see advisor)	4	
F	MATH 2654 or higher (see advisor)	4	
F	PHYS 2211	4	
F	PHYS 2212	4	
MAJOR	PHYS 3213	3	
MAJOR	PHYS 3825 (Research Methods)	3	
MAJOR	PHYS 4313	3	
MAJOR	UTCH 3815	3	
MAJOR	Fifteen hours selected from: ASTR 3033, MATH 3303*, MATH 3805, PHYS 3003, 3013, 3113*, 3313*, 3413, 3511*, 3521*, 3703, 4203, 4323, 4333, 4413, 4513, 4523, 4683, 4984*	15	
CERTIFICATION	Secondary Education Level (2.7 GPA Required for Admission)		
CERTIFICATION	UTCH 2001, 2002	2	
CERTIFICATION	UTCH 3001, 3002, 3003, 3004, 4000	21	
	Electives	10	
	Total	120	

No Physical Education requirement.

Hours earned in PE courses will not count in the 120 hours for graduation.

Six hours of DSL courses are required for the UWG degree.

DSW courses: PHYS 3511 (1), PHYS 3521 (1), PHYS 4984(1), and others as designated

* Recommended courses for those who plan to attend graduate school in physics

Program View Request (Read-Only)

Originator		
College of Social Sciences <small>College</small>	Criminology Department <small>Department</small>	Jenks, David <small>Originator</small>

Action Add <input checked="" type="radio"/> Modify Deactivate Terminate Reactivate	Modifications <table style="width:100%; border-collapse: collapse;"> <tr> <th style="width:33%;">Program Name</th> <th style="width:33%;">Program Description</th> <th style="width:15%;">Degree Name</th> <th style="width:19%;">See Modification Details</th> </tr> </table>	Program Name	Program Description	Degree Name	See Modification Details
Program Name	Program Description	Degree Name	See Modification Details		

Program Selection			
College of Social Sciences <small>College</small>	Bachelor of Science with a Major in Criminology <small>Program</small>		
Bachelor of Science with a Major in Criminology <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>	
Bachelor of Science <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2012	

Modification Details We want to drop the designation of PRE-major. <small>(Max 4000 characters)</small>
--

Rationale We no longer require the 2.5 GPA in Core areas A-E. It therefore no longer serves a purpose and unnecessarily complicates the enumeration of majors. <small>(Max 4000 characters)</small>
--

Planning Info Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 400

Comments <small>(Max 4000 characters)</small>

College Approvals David Jenks [APPROVED 2012-01-09] _____ Chair, Course Department Heather Mbaye [APPROVED 2012-02-07] _____ Coordinator, COSS Executive Committee

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

Other Approvals Camilla Gant [APPROVED 2012-02-22] _____ Chair, Undergraduate Academic Programs Committee

Final Approval Jon Anderson [REQUIRED] _____ Chair, Faculty Senate
--

Program View Request (Read-Only)

Originator		
College of Social Sciences <small>College</small>	Mass Communications Department <small>Department</small>	Yates, Bradford <small>Originator</small>

Action Add <input checked="" type="radio"/> Modify Deactivate Terminate Reactivate	Modifications <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:25%;">Program Name</th> <th style="width:35%;">Program Description</th> <th style="width:20%;">Degree Name</th> <th style="width:20%;">See Modification Details</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Program Name	Program Description	Degree Name	See Modification Details				
Program Name	Program Description	Degree Name	See Modification Details						

Program Selection		
College of Social Sciences <small>College</small>	Bachelor of Arts with a Major in Mass Communications <small>Program</small>	
Bachelor of Arts with a Major in Mass Communications <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Arts <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2012

Modification Details See attached documents. <small>(Max 4000 characters)</small>
--

Rationale See attached documents. <small>(Max 4000 characters)</small>

Planning Info Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 425
--

Comments Please note that degree name will not change; degree type will change from B.A. to B.S. <small>(Max 4000 characters)</small>
--

College Approvals <u>Heather Mbaye [APPROVED 2012-02-07]</u> Coordinator, COSS Executive Committee <u>Camilla Gant [APPROVED 2012-01-30]</u> Chair, Course Department
--

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

Other Approvals <u>Camilla Gant [APPROVED 2012-03-02]</u> Chair, Undergraduate Academic Programs Committee

Final Approval <u>Jon Anderson [REQUIRED]</u> Chair, Faculty Senate
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BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

SUBSTANTIVE CHANGE/PROGRAM MODIFICATION *Curricular Change to an Existing Program*

Institution: University of West Georgia

Date Submitted: January 30, 2012

Degree Name and CIP: B.S. in Mass Communications

Rationale for Curriculum Modification:

Proposal to Modify Degree Program from B.A. to B.S.

Department of Mass Communications

Submitted By

Dr. Camilla Gant, Professor & Chair

Approved by Department Curriculum Advisory Committee - January 23, 2012

Approved by Department Faculty and staff - January 27, 2012

As part of the preliminary application process for the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), the Department of Mass Communications has revised its curriculum to offer specialized tracks in Convergence Journalism, Film & Media Arts, and Public Relations. Accordingly, the department now seeks to modify its degree program from a Bachelor of Arts to a Bachelor of Science to reflect this curricular shift.

Both the B.A. and B.S. degrees are commonly offered within the disciplines of mass communications, journalism, public relations and related fields. Both degrees incorporate a liberal arts general education. However, the two differ in terms of emphasis on major courses. The B.A. offers a broad-based program with fewer major hours and more elective hours typically in the arts, humanities, and social sciences; and the B.S. offers a specialized professional-oriented program with more major hours and fewer elective hours in targeted cognate areas that students undertake as elective options or minors.

In conjunction with industry expectations, Department SWOT analysis and qualitative analysis of major focus groups narratives, senior exit surveys, and internship supervisor evaluations indicate that cognate knowledge areas as well as strong oral and written communication skills, analytical skills, research skills, and technologic skills are critical for graduates to excel as scholars and professionals in the discipline.

Salient cognate areas include ABED, ECON, ENGL, MKTG, POLS, PSYC, and SOCI. Moreover, the proposed modification aligns with USG Area F core recommendations, UWG Area D core requirements, and the nearly 50% (n=108) of ACEJMC institutions that offer a B.S. or related degree, e.g., A.B.J, B.J., and B.S.J (see USG and ACEJMC attachments). Also, both the current and proposed degree programs are attached for comparative review.

The Department of Mass Communications offers a balance of theoretical, conceptual, and professional skills courses. Theoretical and conceptual courses challenge students to think critically, creatively, and collaboratively; and professional skills courses give students an opportunity to apply their knowledge in cutting-edge experiential learning labs - Public Relations Student-Managed Firm, UTV13, *The West Georgian*, and The WOLF Internet Radio. The B.S. degree strengthens our mission.

Curriculum Comparison:

<u>Current Program of Study</u>	<u>Proposed Program of Study</u>
See attached PDF.	See attached PDF.

Submitted by (President or VP for Academic Affairs typed):

Signature (President or VP for Academic Affairs):

Former Broad-based B.A. Degree with a Major in Mass Communications

Requirement	Hours
Core Areas A, B, C, D, & E	42
Core Area F	18
COMM 1154	3
COMM 1110	3
COMM 2254	3
THEA 1100	3
Foreign Language - 2001 and 2002	6
Courses Specific for the Major	42
Media Literacy	12
Select two - COMM 3313, COMM 3350, MKTG 3803	6
COMM 4454, COMM 4484	6
Writing Competency	9
COMM 3301	3
Select two - COMM 4402, COMM 4450, COMM 4451	6
Technology Competency	6
Select two - COMM 3303, COMM 3351, COMM 3352	6
COMM 4403	
Electives	18-21
Complete 18 credit hours if minor = 18 credit hours. Complete 21 credit hours if minor = 15 credit hours.	
COMM 3000/4000 level courses, ABED 3100, ABED 3104, ABED 3106, ABED 3160, ABED 4118, ENGL 3200, ENGL 4305, MKTG 3803, MKTG 3809, POLS 3103, PSYC 3600, SOCI 3273, SOCI 4203, SOCI 4323	
Minor	15-18

B.A. Degree with a Major in Mass Communications - Current Phase I

Requirement	Hours
Core Areas A, B, C, D, & E	42
Core Area F	18
COMM 1154	3
COMM 1110	3
COMM 2254	3
Foreign Language - 2001 and 2002	6
Humanities or Social Science Elective	3
Note that course may satisfy prerequisite for a minor course if not required for minor.	
Courses Specific for the Major	45
Convergence Journalism Concentration (Required Courses)	24
COMM 3301, COMM 3303, COMM 3352, COMM 4402, COMM 4421, COMM 4450, COMM 4454, COMM 4484	
Electives	18-21
Complete 18 credit hours from list below if minor = 18 credit hours. Complete 21 credit hours form list below if minor = 15 credit hours. At least 12 credit hours must be COMM courses.	
COMM 3302, COMM 3313, COMM 3330, COMM 3350, COMM 3351, COMM 3353, COMM 3354, COMM 3357 COMM 4403, COMM 4414, COMM 4444, COMM 4452, COMM 4455, COMM 4481, COMM 4485, COMM 4486, ABED 3106, ABED 4118, MKTG 3803, MKTG 3809, SOCI 3273, SOCI 3603, SOCI 3943, SOCI 4323	
Film & Media Arts Concentration (Required Courses)	24
COMM 3301, COMM 3350, COMM 3351, COMM 3353, COMM 3355, COMM 4452, COMM 4454, COMM 4484	
Electives	18-21
Complete 18 credit hours from list below if minor = 18 credit hours. Complete 21 credit hours form list below if minor = 15 credit hours. At least 12 credit hours must be COMM courses.	
COMM 3303, COMM 3330, COMM 3352, COMM 3354, COMM 3356, COMM 3357, COMM 4402, COMM 4403, COMM 4451, COMM 4455, COMM 4481, COMM 4485, ABED 3106, ABED 4118, ENGL 3200, FILM 3200, MKTG 3803, MKTG 3809, SOCI 3273, SOCI 3603, SOCI 3943, SOCI 4323	

Public Relations Concentration (Required Courses) 24

COMM 3301, COMM 3313, COMM 4413, COMM 4414,
COMM 4444, COMM 4451, COMM 4454, COMM 4484

Electives 18-21

Complete 18 credit hours from list below if minor = 18 credit hours. Complete 21 credit hours from list below if minor = 15 credit hours. At least 12 credit hours must be COMM courses.

COMM 3302, COMM 3303, COMM 3330, COMM 3350, COMM 3351, COMM 3352,
COMM 3353, COMM 3354, COMM 3357, COMM 4402, COMM 4403, COMM 4421,
COMM 4450, COMM 4452, COMM 4455, COMM 4481, COMM 4485, COMM 4486,
ABED 3100, ABED 3106, ABED 4118, ENGL 3405, MKTG 3803, MKTG 3809, PSYC 3600,
SOC 3273, SOC 3603, SOC 3943, SOC 4323

Minor 15-18

Major Requirements

- Must have a minimum 2.0 Overall GPA; complete Core Areas A-E which includes courses in progress; and complete ENGL 1101, ENGL 1102, COMM 1110, and COMM 1154 with a minimum grade of C to declare a major in Mass Communications.
- Must complete a major declaration form.
- A maximum of 3 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours.
- A maximum of 3 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.
- Must complete senior exit survey.
- Must complete requirements for a minor field.

B.S. Degree with a Major in Mass Communications - Proposed Phase II

Requirement	Hours
Core Areas A, B, C, D, & E	42
Core Area F	18
COMM 1154	3
COMM 1110	3
COMM 2254	3
Foreign Language - 1000 or 2000 level	6
Humanities or Social Science Elective	3
Note that course may satisfy prerequisite for a minor course if not required for minor.	
Courses Specific for the Major	45
Convergence Journalism Concentration (Required Courses)	24
COMM 3301, COMM 3303, COMM 3352, COMM 4402, COMM 4421, COMM 4450, COMM 4454, COMM 4484	
Film & Media Arts Concentration (Required Courses)	
COMM 3301, COMM 3350, COMM 3351, COMM 3352 <u>or</u> COMM 3353, COMM 3355, COMM 4421, COMM 4454, COMM 4484	
Public Relations Concentration (Required Courses)	
COMM 3301, COMM 3313, COMM 4413, COMM 4414, COMM 4444, COMM 4451, COMM 4454, COMM 4484	
Electives	18-21
Must be 3000-4000 level COMM courses or approved courses from list below. At least 12 credit hours must be COMM courses. Complete 18 credit hours if minor = 18 credit hours. Complete 21 credit hours if minor = 15 credit hours.	
Additional COMM 3000 - 4000 level, ABED 3100, ABED 3106, ABED 4118, ENGL 3200, ENGL 3405, FILM 3200, GEOG 3713, MGNT 4630, MKTG 3801, MKTG 3803, MKTG 3809, MKTG 3810, MKTG 4861, MKTG 4864, MKTG 4866, POLS 3103, POLS 4215, PSYC 3200, PSYC 3600, PSYC 4090, PSYC 4140, PYSC 4500, SOCI 3100, SOCI 3273, SOCI 3603, SOCI 3733, SOCI 3943, SOCI 4203, SOCI 4323, SOCI 4373, SPMG 3665, SPMG 4665	
Minor	15-18
Major Requirements	
<ul style="list-style-type: none"> ▪ A maximum of 3 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours. ▪ A maximum of 3 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours. ▪ Must complete senior exit survey. ▪ Must complete requirements for a minor field. 	

Abilene Christian University, Department of Journalism and Mass Communication, Box 27892, ACU Station, Abilene, TX 79699; Cheryl Mann Bacon, chair. B.A. Convergence Journalism B.S. Convergence Journalism; B.S. Advertising/Public Relations; B.S. Multimedia. (2007)

Arkansas State University, College of Communications, P.O. Box 540, State University, AR 72467-0540; Osa' P. Amienyi, interim dean. [Journalism, Radio-Television] B.S. Journalism, Radio-TV. (2009)

Ball State University, Department of Journalism, Muncie, IN 47306; Dan Waechter, interim chair. B.A. Journalism; B.S. Journalism; B.A. Advertising; B.S. Advertising; B.A. Public Relations; B.S. Public Relations. (2010)

Bowling Green State University, Department of Journalism and Public Relations, Bowling Green, OH 43403; Jim Foust, chair. B.S. Journalism. (2010)

Central Michigan University, Department of Journalism, Mount Pleasant, MI 48859; Maria B. Marron, chair. B.A. Journalism, B.S. Online Journalism; B.A., B.S. Photojournalism; B.A. B.S. Journalism. (2009)

East Tennessee State University, Department of Communication, Box 70667, Johnson City, TN 37614-0667; Amber Kinser, chair. [Advertising, Radio-TV-Film, Journalism, Public Relations] B.A. Mass Communications; B.S. Mass Communications. (2007)

Florida A&M University, Division of Journalism, Suite 4029, SJGC Bldg., 510 Orr Drive, Tallahassee, FL 32307; Dorothy Bland, director. B.S. Journalism; B.S. Public Relations. (2006)

Florida International University, School of Journalism and Mass Communication, 3000 NE 151 Street, North Miami, FL 33181; Raul Reis, dean. B.S. Communication; M.S. Mass Communication. (2009)

Iowa State University of Science and Technology, Greenlee School of Journalism and Communication, 101 Hamilton Hall, Ames, IA 50011-1180; Michael Bugeja, director. [Advertising; Journalism and Mass Communication] B.A. Advertising; B.S. Journalism and Mass Communication. (2010)

Jackson State University, Department of Mass Communications, P.O. Box 18590, Jackson, MS 39217; Olorundare Aworunwa, interim chair. B.S. Mass Communications. (Provisional 2009)

Kansas State University, A.Q. Miller School of Journalism and Mass Communications, 105 Kcdzic Hall, Manhattan, KS 66506-1501; Angela Powers, director. B.A. Mass Communications; B.S. Mass Communications. (2008)

Kent State University, School of Journalism and Mass Communication, PO Box 5190, Kent, OH 44242-0001; Jeff Fruit, director. B.S. Journalism and Mass Communication. (2009)

Marshall University, W. Page Pitt School of Journalism and Mass Communications, One John Marshall Drive, Huntington, WV 25755-2622; Corley Dennison, dean. BAJ Advertising, Broadcast Journalism, Radio/TV Production and Management, On-Line Journalism, Public Relations, Print Journalism. (2009)

Middle Tennessee State University, College of Mass Communication, Murfreesboro, TN 37132; Roy Moore, dean. [Journalism, Electronic Media Communication] B.S. Mass Communication. (2011)

Murray State University, Department of Journalism and Mass Communications, 114 Wilson Hall, Murray, KY 42071-3311; Bob Lochte, chair. B.A.; B.S. Advertising, Journalism, Public Relations and Television Production. (2010)

Norfolk State University, Department of Mass Communications and Journalism, 700 Park Ave., Norfolk, VA 23504; Wanda Brockington, chair. B.S. Mass Communications; B.A. Journalism. (Provisional 2011)

North Carolina Agricultural and Technical State University, Department of Journalism and Mass Communication, 1601 E. Market St., Greensboro, NC 27411; DeWayne Wickham, interim chair. B.S. Journalism and Mass Communication. (Provisional 2010)

Ohio University, E.W. Scripps School of Journalism, Athens, OH 45701; Robert Stewart, director. B.S.J. Journalism. (2007)

Oklahoma State University, School of Media and Strategic Communications, 206 Paul Miller Bldg., Stillwater, OK 74078-4053; Derina Holtzhausen, director. B.S. and B.A. Multimedia Journalism, B.S. and B.A. Sports Media, B.S. and B.A. Strategic Communication. (2008)

Northwestern University, Medill School of Journalism, Media, Integrated Marketing Communications, Fisk Hall, 1845 Sheridan Road, Evanston, IL 60208; John Lavine, dean. B.S.J. Journalism; M.S. Integrated Marketing Communications; M.S.J. Journalism. (2011)

Pontificia Universidad Católica de Chile, Facultad de Comunicaciones, Alameda 340, Santiago, Chile; Gonzalo Saavedra, directora. Licentiate in journalism; professional title in journalism. (2010)

San Jose State University, School of Journalism and Mass Communications, San Jose, CA 95192-0055; Bob Rucker, interim director. B.S. Journalism; B.S. Advertising; B.S. Public Relations; M.S. Mass Communications. (2008)

South Dakota State University, Department of Journalism and Mass Communication, Brookings, SD 57007; Mary Peterson Arnold, head. B.S. Journalism and Mass Communication; B.A. Journalism and Mass Communication. (2006)

Southeast Missouri State University, Department of Mass Media, Mail Stop 2775, One University Plaza, Cape Girardeau, MO 63701-4799; Tamara Baldwin, chair. B.A. Journalism; B.S. Public Relations, Advertising, Radio, Television and Film Production. (Provisional 2011)

Southern Illinois University Carbondale, School of Journalism, Carbondale, IL 62901-6601; William Freivogel, Director. B.S. Journalism. (2008)

Southern Illinois University, Edwardsville, Department of Mass Communications, Edwardsville, IL 62026-1775; Gary Hicks, chair. B.A.; B.S. (2011)

St. Cloud State University, Department of Mass Communications, St. Cloud, MN 56301-4498; Mark Mills, chair. B.S. Mass Communications; M.S. Mass Communications. (Provisional 2011)

Syracuse University, S.I. Newhouse School of Public Communications, Syracuse, NY 13244; Lorraine Branham, dean. B.S. Public Communications; M.A. Public Communications; M.S. Public Communications. (2010)

Texas Christian University, Schieffer School of Journalism, TCU Box 298060, Ft. Worth, TX 76129; John Lumpkin, director. B.A. Journalism; B.S. Strategic Communication. (2010)

University of Colorado, Faculty of Journalism and Mass Communication, 478 UCB, Boulder, CO 80309-0478; Christopher Braider, director. [Advertising; Broadcast News; Broadcast Production Management; News-Editorial; Media Studies; M.A. Newsgathering] B.S. Journalism; M.A. Journalism. (Provisional 2011)

University of Florida, College of Journalism and Communications, Gainesville, FL 32611-8400; John W. Wright II, dean. B.S. Journalism; B.S. Advertising; B.S. Telecommunication; B.S. Public Relations; M.A. Mass Communication, M.A. Advertising. (2006)

University of Georgia, Henry W. Grady College of Journalism and Mass Communication, Athens, GA 30602-3018; E. Culpepper Clark, dean. A.B.J. Journalism (2006)

University of Illinois at Urbana-Champaign, College of Media, 119 Gregory Hall (MC-462), 810 S. Wright St., Urbana, IL 61801; Jan Slater, interim dean. B.S. Advertising; B.S.J. in Broadcast Journalism; B.S.J. in News-Editorial; M.S. Advertising; M.S. Journalism. (2007)

University of Iowa, School of Journalism and Mass Communication, 100 Adler Journalism Bldg., Room E305, Iowa City, IA 52242-2004; David Perlmutter, director. B.A. Journalism & Mass Communication; B.S. Journalism & Mass Communication. (Provisional 2011)

University of Kansas, William Allen White School of Journalism and Mass Communications, 1435 Jayhawk Blvd., Lawrence, KS 66045-7515; Ann M. Brill, dean. B.S. Journalism; M.S. Journalism. (2011)

University of Kentucky, School of Journalism and Telecommunications, Lexington, KY 40506-0042; Beth E. Barnes, director. B.A. or B.S. Journalism; Integrated Strategic Communication; or Media Arts and Studies. (2009)

University of Missouri, School of Journalism, 120 Neff Hall, Columbia, MO 65211; Dean Mills, dean. B.J. Journalism; M.A. Journalism. (2011)

University of Nebraska, College of Journalism and Mass Communications, 147 Andersen Hall, Lincoln, NE 68588-0443; Gary Kebbel, dean. B.J. Journalism. (2011)

University of North Carolina at Chapel Hill, School of Journalism and Mass Communication, Chapel Hill, NC 27599-3365; Susan King, dean. A.B. Journalism and Mass Communication; M.A. Journalism and Mass Communication. (2009)

University of Oregon, School of Journalism and Communication, 1275 University of Oregon, Eugene, OR 97403-1275; Tim Gleason, dean. B.A., B.S. Journalism and Communication; M.A., M.S. Journalism and Communication. (2006)

University of South Dakota, Department of Contemporary Media and Journalism, 414 E. Clark St., Vermillion, SD 57069-2390; Michelle Van Maanen, interim chair. B.A. Mass Communication; B.S. Mass Communication. (2009)

University of Southern Indiana, Department of Communications, Evansville, IN 47712-3596; J. Wayne Rinks, chair. [Journalism; Public Relations/Advertising; Radio/Television] B.S. and B.A. (2009)

University of Tennessee, Knoxville, School of Advertising and Public Relations, School of Journalism and Electronic Media in the College of Communication and Information, Knoxville, TN 37996-0332; Michael O. Wirth, dean. B.S. Advertising; B.S. Journalism and Electronic Media; B.S. Public Relations. (2011)

University of Tennessee at Martin, Department of Communications, Martin, TN 38238-5099; Robert Nanney, chair. B.A.; B.S. (2008)

University of Texas, School of Journalism, 1 University Station A1000, Austin, TX 78712; Glenn Frankel, director. B.J. Journalism. (2009)

West Virginia University, P.I. Reed School of Journalism, Morgantown, WV 26506-6010; Maryanne Reed, dean. B.S.J. Advertising, Broadcast News, News-Editorial, Journalism, Public Relations. (2010)

University of Wisconsin – Eau Claire, Department of Communication and Journalism, Eau Claire, WI 54702-4004; Mary Hoffman, chair. [Mass Communication Advertising; Broadcast Journalism; Print Journalism; Mass Communication Public Relations] B.A., B.S. (2009)

University of Wisconsin Oshkosh, Department of Journalism, Oshkosh, WI 54901-8696; Mike Cowling, chair. B.A. Journalism; B.S. Journalism. (Provisional 2010)

Virginia Commonwealth University, School of Mass Communications, 901 W. Main St., P.O. Box 842034, Richmond, VA 23284-2034; Yan Jin, interim director. B.S. Mass Communications (2006)

Winthrop University, Department of Mass Communication, Rock Hill, SC 29733-0001; J. William Click, chair. B.A. Broadcasting; B.A. Journalism; B.S. Integrated Marketing Communication (2009)



Area F Guidelines: Journalism and Mass Communication

(Including Broadcasting, Public Relations, Advertising, Magazines, Newspapers, Telecommunications, and Publication Management)

Effective Summer 2002

Eighteen hours of lower-division (1000- and 2000-level) courses:

Introduction to Mass Communication	0-4 hours
Basic News Writing	0-4 hours
Communication and Computer Literacy Basic speech, creative or technical writing, introduction to human communication, computer and information technology, communication research (These courses may not be from the areas of journalism, public relations, telecommunications, new media, publication management, magazines, newspapers, or advertising.)	0-9 hours
Foreign Language Minimum of three hours at the 1000 or higher level (Note: additional foreign language hours may be encouraged in Restricted Electives below)	3-6 hours
Restricted Electives Humanities, social sciences, fine arts, business, foreign language courses deemed appropriate to the major, economics, accounting, anthropology, art, classical culture, history, comparative literature, drama, English, geography, philosophy, political science, psychology, religion, sociology, speech communications, statistics (These courses may not be from the areas of journalism, public relations, mass communication, telecommunications, new media, publication management, magazines, newspapers, or advertising.)	0-18 hours
Total	18 hours
NOTE: Experiential credit such as internship or practicum credit is not applicable in Area F, although the Introduction to Mass Communication and Basic News Writing classes could include applied components.	

Program View Request (Read-Only)

Originator College of Social Sciences College	Political Science Department Department	Sanders, Robert M. Originator
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Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;">Program Name</td> <td style="width:33%;">Program Description</td> <td style="width:33%;">Degree Name</td> <td style="width:15%;">See Modification Details</td> </tr> </table>	Program Name	Program Description	Degree Name	See Modification Details
Program Name	Program Description	Degree Name	See Modification Details		

Program Selection			
College of Social Sciences College	Political Science Department Department		
Minor in Public Administration Program Name	On Campus Program Location		Undergraduate Degree Level
Minor in Public Administration Degree Name	Summer Effective Semester/Year	2012	

Modification Details Program now contains 15 hours. (Max 4000 characters)
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Rationale Academic need by undergraduate students. (Max 4000 characters)

Planning Info Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 10
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Comments Outside market supports need for the program. Please refer to supporting document. (Max 4000 characters)
--

College Approvals <u>Robert Schaefer [APPROVED 2012-01-12]</u> Chair, Course Department <u>Heather Mbaye [APPROVED 2012-02-07]</u> Coordinator, COSS Executive Committee

Cross Listing Approvals <p style="text-align:center">N/A</p> <hr/> Chair, Cross Listed Department <p style="text-align:center">N/A</p> <hr/> Associate Dean, Cross Listed College
--

Other Approvals <u>Camilla Gant [APPROVED 2012-02-22]</u> Chair, Undergraduate Academic Programs Committee

Final Approval <p style="text-align:right">Jon Anderson [REQUIRED]</p> <hr/> Chair, Faculty Senate
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Department of Political Science and Planning

Requirements for a Minor in Public Administration

A student having a prerequisite of POLS 1101- American Government; a C or above in POLS 4200- Principles of Public Administration, and a C or above in **four** of the following courses;
POLS 4210- Modern Public Management,
POLS 4213- Comparative Public Administration and Policy,
PLAN 3701- Introduction to Planning,
POLS 3201- Public Policy,
POLS 4211- State and Local Politics and Administration,
POLS 4212- State and Local Government Finance,
POLS 4186- Internship in Government, or
POLS 4215- Management of Non-Profit Organizations,
15 hours total, constitute a minor.

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department College of Social Sciences Mbaye, Heather

Department College Originator

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details

POLS 4407 European Environmental Policy

Prefix Number Course Title

This course is a survey of the critical issues that define the relationship between environmental quality and the course of European integration. These include the historical origins of environmental policy, the difficulties of implementing changing regulations, the role of EU governance in policy implementation, and the future prospects for the EU's success in environmental regulation (with an occasional glance at environmental policy in the United States).

Course Catalog Description

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

Prerequisites **Corequisites**

Rationale

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Robert Schaefer [APPROVED 2012-01-20]
 Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]
 Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

Hülse/Mbaye

EUSC-Online Class

Summer 2010

European Environmental Policy

Course Description

This course provides an overview of European Environmental Policy (EEP). It explores the historical development of the EEP, analyzes the principle actors involved and inquires into the modes of governance applied. Implementation problems and the EU's role in international environmental policy-making are also discussed. As it includes concrete empirical cases of environmental policy-making in the EU, the course allows students to study EEP in practice. Throughout the modules, emphasis is put on thoroughly analyzing the EEP rather than only describing it. Therefore we draw on theories of European integration, e.g. the neo-functionalism and the multi-level-governance approach. Moreover, we take issue with the legitimacy of the EEP and evaluate its effectiveness.

Course Objectives

At the end of the course, students should be able to:

- describe and understand the historical origins and development of the EEP
- identify the actors and processes of environmental governance in the EU
- have in-depth understanding of at least one concrete case of environmental policy-making in the EU
- understand the external dimension of the EU's environmental policy
- explain and evaluate the "new modes of governance" applied in the EEP
- assess the overall effectiveness of the EEP

Course Outline

Module 1: Introduction and Historical Overview: The Establishment of Environmental Policy on the European Level

Module 2: Environmental Governance: Actors, Institutions, and Processes

Module 3: Making EU Environmental Policy in Practice: Three Case Studies

Module 4: The External Dimension: The EU's Environmental Foreign Policy

Module 5: The Implementation Challenge

Module 6: European-Level Environmental Governance: Assessing the Results

Readings

This class will mainly draw on the following textbook, which is recommended for purchase:

Knill, Christoph/Liefferink, Duncan 2007: Environmental politics in the European Union. Policy-making, implementation and patterns of multi-level governance, Manchester: Manchester University Press.

Also, you will have to read additional scholarly articles, access specified web sites as well as documents and search for further information when necessary.

Except for the textbook, all required readings will be provided in form of PDF-files on GeorgiaView (the class's online-platform).

Grading

Grading decisions are generally made in-country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

- **Online-Participation (25 % of your final grade)**
 - You are required to participate at least once per module session in the online discussion.
 - The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
 - Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
 - Online-discussions are not about exchanging personal opinions about the state of the world in general and the European environmental policy in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
 - Note that your grade will depend on the analytical quality of your posts and not on quantity.
 - In modules 2 and 4 we will have discussions in smaller groups with specific tasks. Instructors will assign you to one of the groups.

- **Written Essays (75% of your final grade)**
 - You will have to write a total of *three* essays (25% of final grade each). We provide two essay questions per module. You will have to respond to one of these questions in three modules of your preference.
 - The papers will be four pages in length, double-spaced and in size 12 font.
 - Papers have to be based on academic literature. Try to find and use literature beyond the course readings. Be sure to cite all references.
 - Include all relevant information (author, topic, date) in the header.
 - Only online-submission via GeorgiaView is accepted. Do not directly email the instructors. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission.
 - Save and upload your essays as PDF files.
 - Essays will not be accepted when submitted after the due date.

Course Schedule

Every week you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For three modules, write and submit an essay.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module during a certain period of time. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines.

Note that the course is on Eastern Time. A June 13th deadline, for example, allows Munich students to submit their papers/online-contributions until June 14th, 6 a.m.

Module	Date
Module 1	Online discussion: June 7 - June 13 Deadline essay submission: June 13
Module 2	Online discussion: June 14 - June 20 Deadline essay submission: June 20
Module 3	Online discussion: June 21 - June 27 Deadline essay submission: June 27
Module 4	Online discussion: June 28 - July 4 Deadline essay submission: July 4
Module 5	Online discussion: July 5 - July 11 Deadline essay submission: July 11
Module 6	Online discussion: July 12 - July 18 Deadline essay submission: July 18

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department

Department

College of Social Sciences

College

Mbaye, Heather

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

POLS 4408 EU Science and Technology Policy

Prefix Number Course Title

This class will examine Science and Technology Policy, with particular attention to the European Union and (for comparison) the United States. The course begins with an overview of technological innovation, and of the current state of science and policymaking in the EU and the US. The class then examines how governments can encourage scientific and technological innovation, and concludes by asking whether government and society can (or should) try to limit or control technological innovation.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added. This one is not cross-listed.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

Comments

College Approvals

Robert Schaefer [APPROVED 2012-01-20]

Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]

Coordinator, COSS Executive Committee

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-29]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Modified course objectives for EU Science and Tech policy, POLS 4408

Course Objectives

At the end of the course, students should be able to:

- describe and explain the historical origins and development of EUSTP
- identify the actors and processes of EUSTP governance in the EU
- demonstrate, on assignments, quizzes, or exams, understanding of the external dimension of the EU's science and tech policy
- give an assessment, in a written assignment or on exams, whether the EUSTP is effective in science and technology governance

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department College of Social Sciences Mbaye, Heather

Department College Originator

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details

POLS 4411 Federalism and Multilevel Governance in the EU

Prefix Number Course Title

Students taking this course will learn about the different types of federalism in a comparative (US-Europe) context. In examining the relationship between various levels of government in the EU, the multi-level character of the Union will emerge. The complex relationship between levels of government will be examined.

Course Catalog Description

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

Prerequisites **Corequisites**

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added. This one is not cross-listed.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Robert Schaefer [APPROVED 2012-01-20]

Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Federalism and Multilevel Governance

Course Overview

This course begins on October 17th and ends on December 8th. The aim of this course is to expose students to the rapid political developments in the European Union. Students who have at least taken the introduction to the EU course or its substitute are eligible to enroll in this course. The course will address in depth elements and principles that constitute federal political systems. The course is specifically designed for the European Union Studies Certificate and hence it emphasizes the steady and continuous European integration in the context of a possible European federal political system similar to the United States. For the course to achieve its objectives, a comparative approach will be applied. This comparison will be made between the U.S. federal system (taken as a basis) and the developing European Union federal system.

Comparisons will be made at all possible levels. First, there will be a basic analysis and a historical review of federal systems. This will include theories of federalism, con-federalism, and theories of integration. Second, there will be a comparison between the U.S. and the EU. The comparison will include institutions, policy approaches/policy practices, party system differentiation, interest groups, public opinion, mass media, and citizen identity. Third, there will be a comparison of the U.S. and EU future federal changes. Finally, a general question will be asked. Is the EU a federal system, and if it is, how similar is it to the United States federal system? Furthermore, if it is not, what are the suggestions for becoming one.

The course is divided in three major sections, which include seven modules. Below are outlined the basic themes of the course. (Note that the course will not follow the normal sixteen week semester length. This is done to accommodate students in both Georgia and Germany scholastic calendars). After the completion of the first four modules, students will take a midterm exam that will cover all the readings of the course up to that point. At the end of the course, a final exam will be given. The final exam will be comprehensive.

Course Objectives

At the end of this course students should be able to understand and explain:

- Advantages, disadvantages, and necessity of Federal systems
- The types of societies that been successful in forming federations
- The necessary components of functional federal systems
- The experiences of people and groups with federal system institutions

Course Requirements

Exams

There will be two major exams: midterm and final. The midterm will weigh 20 percent of the total grade and the final 30 percent. Total=50.

Quizzes

There will be five quizzes: Each quiz will account for 6 percent of the final grade. Total=30.

The final component of the final grade is on-line participation; it comprises 20 percent of your grade. Your instructors, Dr. Bourdouvalis and Professor Bauman will have weekly online office hours for students to ask questions on the module that is to be covered that particular week. Questions will be posted for both professors, but the weekly office hours will be different for German students from those from the U.S. due to the six hour time zone difference. Students are required to read the material for the week (module), consider the questions that will be posted by the professor and be ready to clarify the question in on-line office hours. Dr. Bourdouvalis and Professor Baumann will be in communication with students very often.

Course Grade

Summary of the final grade

- Midterm exam 20%
- Final exam 30%
- Quizzes 30%
- Cyber participation 20%

General Policies

Online Environment

The online environment will be new and challenging for many of you but it is vital that you complete all of the readings and assignments on time. You should check for instructor announcements weekly and check email and discussion boards daily.

Incomplete Policy

An incomplete grade (grade I) will only be assigned in cases where the student had a lengthy illness or an unexpected obligation, such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases where the student could not complete a substantial part of the course work due to factors beyond the student's control.

Academic Misconduct

All material taken from any source-books, articles, newspapers, other student papers, class lectures and so on must be properly cited, and all sources identified. Plagiarism is prohibited. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given. The university's honor policy is strictly enforced.

Americans with Disabilities Act (ADA) Statement:

The University System of Georgia complies fully with the requirements of the Americans with Disabilities Act. If you believe that you are covered under this act, and if you have a need for special arrangements to allow you to meet the requirements of this course, please contact your special services representative on campus.

Readings and Assignments

Week 1: I. Basics and Framework

Explaining Federalism

Introduction: Defining in general terms what is a unitary system, and a confederal system.

- History (since Kant, Federalist Papers,...)
- Definitions and major terminology
- Different connotations meanings (decentralization/multilevel government e.g. in Germany versus centralization in Anglo-Saxon countries)
- Continuum of Federalism
- History of federal states / federal systems
- Examples of ancient federalism (e.g. Greek or Roman)
- Development of U.S. federalism -e.g. Carl J. Friedrich 1968:Trends of Federalism -
 - - Mercantilism (1790-1860)
 - Dual Federalism (1860-1933) (U.S.)
 - Co-operative federalism / New Deal (1933-1960) (U.S.)
 - Centralized federalism (1964-1980s) (U.S.)
 - New federalism (1980-1985) (U.S.)
 - Representative federalism (1985-1995) (U.S.)
- Quiz 1

Week 2: History of Federal States and Systems

- European examples
 - - Germany
 - Switzerland
 - Belgium
 - Spain or Italy (very brief) history of European integration/development of EU federalism since 1945.
 - Founding of European Communities in the 50s ECSC
 - Crisis of the 60s
 - "creeping" integration in the 70s
 - Acceleration of integration process since 1985 (SEA, Maastricht, Amsterdam, Nice) - link to most important documents and treaties
 - Consequences: continuous widening, deepening and strengthening of federal elements in the EU world

- Quiz 2

Week 3: Theories of European Integration

- Federalism as an (EU-) integration theory (Friedrich, Pinder)
- Intergovernmentalism (Hoffmann, Moravcsik)
- Neo-Functionalism (Mitrany, Haas, Lindberg)
- Multi-level Governance (Hooghe and Marks)
- Flexibility approaches (core-Europe, two-tier, concentric circles, geometry variable, Europe a la carte)
- Table with different integration theories and their main messages
- Quiz 3

Week 4: Polity - Political System and Institutions

- Polity - Political System / Institutions
- U.S.: description and functions (plus tables and figures) of
 - legislative
 - executive
 - judiciary
- EU: description and functions (plus tables and figures) of
 - legislative
 - executive
 - judiciary
 - the state governments
- Comparison: differences and similarities with the help of case studies
 - e.g. representation of people and member states
 - summarizing table
- Midterm Exam

Week 5: Policy - Division of competencies

U.S.: who/which political level is responsible for what policies

EU: who/which political level is responsible for what policies.

- The Subsidiarity principle.

Comparison: differences and similarities / case studies

- Community Policies
 - Agriculture
 - Health policy
 - Environmental policy
- Foreign and Security Policy
- An area of Freedom, Security and Justice

- justice and home affairs, e.g. police
- immigration policy
- Summarizing table

Case Study: Foreign Policy

Quiz 4

Week 6: Politics

Politics -The role of parties, interest groups, public opinion, and mass media, in the federal systems of both U.S. and EU

- U.S.
- EU
- Comparison: differences and similarities
- Quiz 5

Week 7: Perspectives of U.S. and EU developments

- U.S.
 - - International role
 - Development of U.S. federalism / case study: presidential elections 2000
- EU and world politics (future role of the EU)
- Constitutional debate: inter governmentalism vs. federalism (future role of the member states)
- Centralization vs. devolution (future role of the regions)
- Conclusion
- Final Exam

PLEASE NOTE: THE EXACT DATES FOR THE QUIZZES AND THE EXAMS WILL BE IN CALENDER

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department College of Social Sciences Mbaye, Heather
 Department College Originator

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details

POLS 4412 Democracy and the EU
 Prefix Number Course Title

This course analyzes the concepts 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 it 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 study the process of democratic erosion and breakdown.

Course Catalog Description

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

Prerequisites **Corequisites**

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added. This one is not cross-listed.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Robert Schaefer [APPROVED 2012-01-20]
 Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]
 Coordinator, COSS Executive Committee

Gross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

European Union Studies Program
University System of Georgia
Spring 2011
Democracy and the European Union
Meets: Online

Dr. J. Salvador Peralta
Assistant Professor
University of West Georgia
Department of Political Science and Planning
Phone: 678-839-4993
Email: jperalta@westga.edu

Course Description and Objectives

This course analyzes the concept of democracy and its implications on the development of the European Union (EU). 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 affect democratic practices within and between EU members. Third, we will explore how European integration affected democratic consolidation. Fourth, we will assess the quality of democracy in the EU and identify the key challenges European integration poses to democracy. Finally, we will synthesize the key insights from the literature to arrive at a nuanced understanding of how democracy affects European integration, and how European integration affects democracy in each member state. At the end of the course, students will be able to identify the conceptual dimensions of democracy and its empirical indicators, summarize the key findings and conclusions about the impact of democracy on the EU, evaluate the quality of democracy in the EU, and explain how regime characteristics and international factors affect democracy within and across the EU.

Class Login Web Site

EUSP: <http://www.eustudiesprogram.org/login.htm>

All login information is at this website.

REQUIRED TEXT and Readings:

Lord, Christopher, and Erika Harris. 2006. *Democracy in the New Europe*. New York: Palgrave Macmillan. ISBN: 978-1-4039-1303-6.

This book is not available at your local bookstore, so please order it online as soon as you can. Moreover, there will be a number of additional readings to supplement the text. Those readings will be available in PDF format in each module.

Course Requirements:

This course requires that all work be done by the student using the Internet. Therefore, you must familiarize yourself with your online account in WebCT. All written assignments will be submitted only in Microsoft Word format, and must follow the guidelines posted at the beginning of each module.

This course is divided into five modules, each lasting a period of two weeks, and each ending on a Friday by 5 p.m. Eastern Standard Time. Below is a detailed description of the course requirements.

Discussions: You cannot contribute and learn if you do not read all the materials and comment on the readings. Therefore, an important component of the course is to read carefully and comment on the discussion board. Discussions conclude at the end of each module, by 5 p.m. Eastern Standard Time, and no extensions will be granted. Below is the grading rubric for the discussions.

Performance	Points
No response or inadequate response (at hominem or personal attacks, does not link the discussion to the text, incoherent ramblings).	0
Adequate response (addresses the question but only somewhat links the discussion back to the course text and content).	1 - 2
Good response (draws in course material in a thoughtful way and responds to only one student's postings).	3 - 4
Excellent response (draws in course material in a thoughtful way and responds to 2-3 other students' postings).	5

Quizzes: The quizzes will be completed online under the WebCT assessment tool. Students will be able to take a module quiz anytime during the second week of the module. To complete the quizzes, students will login and be given a time limit to complete all of the questions. Therefore, it is very important that students complete all readings before taking the quizzes. Quizzes conclude at the end of each module, by 5 p.m. Eastern Standard Time, and no extensions will be granted. Any student not taking the quiz in the specified period will receive a zero. These assessments will be in multiple choice and short essay format, and will test for basic knowledge of topics covered in the book and readings.

Writing Assignment and Final Exam: I will post specific guidelines and instructions on WebCT early in the semester for the writing assignment and final exam. Moreover, late submissions will not be accepted for any assignment (lets face it, you will have plenty of time to complete them, so there should be no excuse for late work).

Requirements and Grade Calculation

Requirement	Total	Value	Due Date	Points
Course Discussions	3	5	See Class Schedule	15
Module Quizzes	4	25	See Class Schedule	100
Writing Assignment	1	40	Friday, 4/8/2011	40
Final Exam	1	45	Friday, 4/15/2011	45
Letter Grade				
A				180-200
B				160-179
C				140-159
D				120-139
F				001-119

Note: If your university uses +/- system, I will calculate your grade accordingly.

Additional information about the discussions, quizzes, writing assignment, and final exam, will be discussed as the semester progresses.

COMMUNICATING with your professor:

Discussion board: There is a discussion board called "Ask your Instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website.

Email: Due to the nature of the course, all email communication will proceed through the course website (WebCT). Please **do not** send me email from personal email clients (e.g. hotmail, yahoo, etc) because I will not answer email messages not communicated through WebCT. Moreover, we will adhere to the following protocol: (1) Emails must be properly addressed and use appropriate language, tone, and grammar. (2) Emails to the professor will be answered within two working days (weekend and holidays are not working days).

COURSE SCHEDULE

No.	Starts	Ends	Module Title and Reading Assignments
1	2/1/2011	2/11/2011	<p>What is democracy? Dahl, Robert A. 1971. <i>Polyarchy: Participation and Opposition</i>. New Haven: Yale University Press, pp. 1-16. Beetham, David. 1999. <i>Democracy and Human Rights</i>. London: Polity Press, pp. 1-29.</p> <p>What is not democracy? Schmitter, Philippe, and Terry Lynn Karl. 1991. "What Democracy Is . . . and Is Not." <i>Journal of Democracy</i> 2(3): 75-89. Levitsky, Stephen, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." <i>Journal of Democracy</i> 13(2): 51-65.</p> <p>Elklit, Jørgen, and Palle Svensson. 1997. "What Makes Elections Free and Fair?" <i>Journal of Democracy</i> 8(3): 32-46. Discussion 1 Quiz 1 Due 2/11/2011</p>
2	2/14/2011	2/25/2011	<p>Varieties of Democracy Within and Beyond the State Lord and Harris, Chapters 2-4 Discussion 2 Quiz 2 Due 2/25/2011</p>
3	2/28/2011	3/11/2011	<p>Promoting Democracy in the New Europe Lord and Harris, Chapter 5 Kubicek, Paul J. 2011. "Political Conditionality and the EU's Cultivation of Democracy in Turkey." <i>Democratization</i>. Kubicek, Paul J. 2005. "Turkish Accession to the European Union: Challenges & Opportunities." <i>World Affairs</i> 168(2): 67-78. Discussion 3 Quiz 3 Due 3/11/2011</p>

- 4 3/14/2011 3/25/2011 **Assessing Democracy in the New Europe**
Lord and Harris, Chapter 6
Schmidt, Vivien A. 2006. *Democracy in Europe: The EU and National Politics*. Oxford: Oxford University Press, pp. 219-266.
Quiz 4 Due 3/25/2011
- 5 3/28/2011 4/8/2011 **Challenges to Democracy in the New Europe**
Lord and Harris, Chapters 7-8
Writing Assignment Due 4/8/2011
- 6 4/11/2011 4/15/2011 **Final Exam Due 4/15/2011**
-

Note: All modules end at 5 p.m. Eastern Standard Time

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department College of Social Sciences Mbaye, Heather
 Department College Originator

Action **Modifications**

 Prerequisites Description Title Credit See Comments

Course Details

POLS 4413 Social Policy in Europe
 Prefix Number Course Title

This course examines the history of social policy in the European Union, and the course focuses on the current social policy arrangements in Europe and in the European Union. We will examine gender policy, education, child care, elder care, and other policies in the context of improving social conditions in the domestic policy arena.

Course Catalog Description

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

Prerequisites **Corequisites**

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added. This one is not cross-listed.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Robert Schaefer [APPROVED 2012-01-20]
 Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]
 Coordinator, COSS Executive Committee

Cross-Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-29]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

Course Objectives

At the end of the course, students should be able to:

- describe and understand the historical origins and development of EU social policy
- demonstrate the ability to map out the major components of EU social policy
- identify the actors and processes of EU social policy governance in the EU
- describe major EU social policies

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department

Department

College of Social Sciences

College

Mbaye, Heather

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

POLS 4414 History of European Integration

Prefix Number Course Title

This course examines the different integrational pushes in Europe, including the EU. We will compare various regional organizations and examine the reasons that the EU has survived, grown, and prospered when several other alternatives did not.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

Comments

College Approvals

Robert Schaefer [APPROVED 2012-01-23]
 Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]
 Coordinator, COSS Executive Committee

Cross-Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

History of Integration

Dr. Heather A. D. Mbaye

Director, University System of Georgia EU Studies Program

hmbaye@westga.edu; 678-839-4988

AIM: heathermbaye

Course Information

This course focuses on the history of Integration in Europe, including pre-1945 attempts at continental integration and post-1945 non-EU attempts, and on the European Union up to enlargement. Student assignments include summaries of lecture material, essays, quizzes, and discussion boards.

Course Objectives

At the end of the course, students should be able to:

- describe and understand the early historical origins of the EU
- describe and explain the stagnation of the 1970s and the rebirth of the EU in the 1980s
- identify historically significant events in the EU
- apply historiographical methods in understanding the EU's political development

Contacting your Professor

Dr. Heather A. D. Mbaye, Director

EU Studies Program

678-839-4988

hmbaye@westga.edu (FOR EMERGENCIES!)

AIM: heathermbaye (any time I'm online for class related issues and questions – please do not message me at midnight 'just to chat' or to 'say hello'.)

Discussion board: There is a board called "Ask your Instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website. I login daily.

Required Textbooks

Textbooks may be purchased online through amazon.com, barnesnoble.com, borders.com, or any other online bookseller.

The required course text is Dinan, Desmond 2006. *Origins and Evolution of the European Union*. Oxford: Oxford University Press.

Course modules and schedule

all times are current

time in Georgia, USA

Name

Module 1: Pre-1945
Integration Attempts

Start Date

2/1/2011, noon

End date

2/8/2011, noon

Reading

Assignment

Dinan, Part I
(Ch. 1)

Module 2: Post War Context	2/8/2011, noon	2/15/2011, noon	Dinan, Part II/III (Ch. 2-4)
Paper 1	2/15/2011, noon	2/22/2011, noon	
Module 3: The Early Years	2/22/2011, noon	3/1/2011, noon	Dinan, Part III (Ch. 5-7)
Module 4: The Lost Decade and the Rebirth of the EU	3/1/2011, noon	3/15/2011, noon	Dinan, Part IV (Ch. 8-10)
Paper 2	3/15/2011, noon	3/29/2011, noon	
Module 5: End of the Cold War and Enlargement	3/29/2011, noon	4/12/2011, noon	Dinan, Part IV (Ch. 11-13)
Module 6: Historiography of the EU	4/12/2011, noon	4/26/2011, noon	Dinan, Part V (Ch. 14)
Final Paper	4/26/2011, noon	5/3/2011, noon	

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department College of Social Sciences Mbaye, Heather
 Department College Originator

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details

POLS 4507 US-EU relations
 ProfIx Number Course Title

This course examines political institutions in the European Union and the United States and how the factors of culture, ideology, history, structure, and political leadership shape action in key policy arenas. The course is focused on the history of the relationship between the EU and the US and on current issues in the transatlantic relationship.

Course Catalog Description

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

Prerequisites **Corequisites**

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added. This one is not cross-listed.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Robert Schaefer [APPROVED 2012-01-20]
 Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]
 Coordinator, COSS Executive Committee

Cross-Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

EU-US Relations Course Syllabus

Course Description

The present course is concerned with recent developments in the relations between the European Union (or: Europe) and the United States. It mainly focuses on the transatlantic “crisis” that occurred after the terrorist attacks of 11 September 2001 and especially with regard to the 2003 U.S. intervention in Iraq. Overarching points of reference include the causes of disintegration, the nature of the crisis, as well as possible outcomes and the future of the Atlantic order. The latter is conceived of as a pluralistic security community, that is, a particular social structure based on interests, institutions, norms, and collective identities. This definition allows approaching the issue from several distinct theoretical perspectives, namely realism, (neo-) liberalism, and constructivism, each shedding its own bit of light on the configuration of material and ideational factors driving EU-US relations. Accordingly, it proceeds in analyzing aspects such as power and security, economy, international law, as well as norms and values. Finally, we attend to the revitalization of transatlantic relations under the Obama presidency assessing the degree of continuity and change with regard to the critical period before.

Course Objectives

At the end of the course, students should be able to:

- Describe the foundations of EU-US relations and their historical background
- Compare different moments of crisis in the Atlantic order and identify the respective driving forces
- Understand and explain the crisis over Iraq from different theoretical perspectives
- Describe the evolution and current state of affairs in transatlantic economic relations and their role in preventing conflict
- Assess the degree of divergence in European and American conceptions of international law and sovereignty
- Identify conflicts over norms and values that impede a closer cooperation between the United States and Europe
- Describe policy shifts under President Obama and the resulting reconfiguration of transatlantic relations.

Course Outline

Module 1: Introduction – Critical junctures of EU-US relations

Module 2: Power

Module 3: Economy

Module 4: Law

Module 5: Values

Module 6: The Obama bounce: recent developments in EU-US relations

Readings

This class will mainly draw on the following textbook, which is recommended for purchase:

Anderson, Jeffrey/Ikenberry, John/Risse, Thomas (eds.) 2008: The End of the West? Crises and Changes in the Atlantic Order, Cornell University Press, New York.

Also, you will have to read additional scholarly articles, access specified web sites as well as documents and search for further information when necessary.

Except for the textbook, all required readings will be provided in form of PDF-files on GeorgiaView (the class's online-platform).

Grading

Grading decisions are generally made in-country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

- **Online-Participation (25 % of your final grade)**
 - You are required to participate at least once per module session in the online-discussion.
 - The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
 - Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
 - Online-discussions are not about exchanging personal opinions about the state of the world in general and EU-US relations in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
 - Note that your grade will depend on the analytical quality of your posts and not on quantity.
 - In module 5 we will have discussions in smaller groups with specific tasks. Instructors will assign you to one of the groups.

- **Written Essays (75% of your final grade)**
 - You will have to write a total of *three* essays (25% of final grade each). We provide two essay questions per module. You will have to respond to one of these questions in three modules of your preference.
 - The papers will be four pages in length (including references), double-spaced, Times New Roman and in size 12 font.
 - Papers have to be based on academic literature. Also use literature beyond the required course readings. Be sure to cite all references.
 - Include all relevant information (author, topic, date) in the header.
 - Only online-submission via GeorgiaView is accepted, no direct emails to the instructors. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission.
 - You have to upload your essays as PDF-files, not as Word-files.
 - Essays will not be accepted when submitted after the due date.

Course Schedule

Every week you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For three modules, write and submit an essay.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module during a certain period of time. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines.

Note that the course is on Eastern Time. A October 24th deadline, for example, allows Munich students to submit their papers/online-contributions until October 25th, 6 a.m.

Module	Date
Module 1	Online discussion: October 18 - October 24 Deadline essay submission: October 24
Module 2	Online discussion: October 25 - October 31 Deadline essay submission: October 31
Module 3	Online discussion: November 1 - November 7 Deadline essay submission: November 7
Module 4	Online discussion: November 8 - November 14 Deadline essay submission: November 14
Module 5	Online discussion: November 15 - November 21 Deadline essay submission: November 21
Module 6	Online discussion: November 22 - November 28 Deadline essay submission: November 28

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department Department	College of Social Sciences College	Mbaye, Heather Originator
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Action **Modifications**

<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<table border="1"> <thead> <tr> <th>Prerequisites</th> <th>Description</th> <th>Title</th> <th>Credit</th> <th>See Comments</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Prerequisites	Description	Title	Credit	See Comments					
Prerequisites	Description	Title	Credit	See Comments							

Course Details

POLS	4508	European Economic and Monetary Union
Prefix	Number	Course Title

This course addresses the core policies of the enlarged European Union, focusing on those relating to money and monetary decision making. It analyzes the evolution of the major policy areas and institutions, as well as the evolution of the European Monetary System as a whole. It examines the emergence of the Euro and focuses on recent economic trends and problems in the Euro-zone.

Course Catalog Description

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

Prerequisites	Corequisites

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added. This one is not cross-listed.

Planning Info	Comments
Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 15	Cross listed with ECON XXXX - D. Boldt to submit

College Approvals

Robert Schaefer [APPROVED 2012-01-23] _____ Chair, Course Department
Heather Mbaye [APPROVED 2012-02-07] _____ Coordinator, COSS Executive Committee

Cross-Listing Approvals

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

Other Approvals

Camilla Gant [APPROVED 2012-02-22] _____ Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED] _____ Chair, Faculty Senate

European Monetary Union

Summer 2011

Contact information for Dr. H. Mbaye and J. Siegmund, M.A.:

Generally, please contact me via the course mail tool or post on "ASK YOUR PROFESSOR" on the discussion boards. For emergencies, email hmbaye@westga.edu or siegmund@lmu.de.

Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process an elaborate structure of institutions developed to manage the EU's expanding range of activities. In 1999, eleven of the then fifteen member countries launched the European Monetary Union (EMU). Circulation of a common currency (euro) started in 2002. Since Estonia joined the Eurozone in 2011, the euro is now the single currency in seventeen states.

Course Description

This course focuses on the EMU. It explores the evolution of monetary integration of Western European countries from its post-World War II origins to the present day, analyzing the changes in roles and objectives of Member States. It also examines the political and economic impact and challenges facing the EMU as it completes the final stages of the Single Market. Comparisons will be made with the US and other countries in the world. Lastly, it examines the prospective enlargement of the EMU and the subsequent political and economic tasks and challenges facing the Union in light of enlargement and the global financial crisis.

Course Objectives

At the end of the course, students will be able to demonstrate knowledge of the following:

- The historical origins and development of EMU
- The rationale behind EMU (Political Union vs. Currency Union)
- The basic economic principles and economic impact of EMU
- The political impact of EMU
- The institutional framework of the EU with respect to EMU
- The future of EMU in economic and political perspective

Class Requirements/Assessments

A total of 1100 points is possible. In each module, students will be required to do readings of PDF files, review lecture material, participate in discussion, and complete a quiz.

Discussions: You are required to participate at least one time per module or discussion session. Since most discussions are in asynchronous mode, you may participate at any time during that week. You will be graded on the quality of your participation. Each discussion is worth 25 points (total 150 points).

Quizzes: Each module is associated with a quiz worth 25 points. You will be required to complete these on time.

Essays: Three 700-1000 word essays will be required. One will be due with Module 3, Module 5,

and Module 6. Assignments will not be accepted when submitted after the due date. Each paper is worth 200 points. Be sure to cite all references.

Exam. The final exam will be a multiple-choice question exam. It will cover information presented in the modules and will include 50 multiple-choice questions. Completion of the quizzes included in each module should help you prepare for this part of the exam. The final exam is worth 200 points.

Remember that all work must be submitted on GeorgiaView. Students occasionally send us back up copies for their online work by email, and this not necessary or desirable. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission. Learn the features of the assignment drop box.

Course Layout and Student Responsibilities

Because this is an online class, it is imperative that you adhere to the course schedule available in this syllabus. Every week you will be assigned a module on which to work. You should access that module online and read all related objectives, lecture notes, and required readings. After completion of your readings, you should also select one of the assignments (if applicable that week) and complete it before beginning the next module. In addition, you should make it a point to participate weekly in online discussion sessions and complete any quizzes. (For more information, read Class Assessments above.)

Lastly, be sure you refer to your syllabus's calendar below, read your instructor's announcements, and refer to instructor emails.

Course Schedule of Modules and Assignments

For all modules, read objectives, lecture notes, and required readings. If you open the learning module, and go right down the left-hand column of links, you will complete every item in the module. There is no need to go outside the module to find a quiz or assignment via the assignment tab or assessment tab.

Start	End	Module number	Name
June 6	June 13, 1:00pm EDT	Module 1	Why monetary union?
June 13	June 20, 1:00pm EDT	Module 2	History of EMU
June 20	June 27, 1:00pm EDT	Module 3	Strategies to Attain EMU
June 27	July 4**, 1:00pm EDT	Module 4	Economics of EMU: Basics
July 4	July 11, 1:00pm EDT	Module 5	Economics of EMU: Currencies
July 11	July 18, 1:00pm EDT	Module 6	Challenges facing EMU
July 18	July 25, 1:00pm EDT	Final Exam	Final Exam

**American Independence Day. American Students will be given a 24 hour extension on their assignments if needed.

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department College of Social Sciences Mbye, Heather

Department College Originator

Action **Modifications**

Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details

POLS 4509 EU Law and Legal Systems

Prefix Number Course Title

This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course examines the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the several treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.v

Course Catalog Description

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

Prerequisites **Corequisites**

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added. This one is not cross-listed.

Planning Info **Comments**

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

College Approvals

Robert Schaefer [APPROVED 2012-01-20]
 Chair, Course Department

Heather Mbye [APPROVED 2012-02-07]
 Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

Course Objectives for EU Law

At the end of the course, students should be able to:

- describe and understand the legal system of the EU
- describe and explain the development of the EU legal system
- have in-depth understanding of two concrete cases of legal adjudication in the EU
- understand where EU law fits in to the international legal system
- place EU law in legal context with national law in the EU
- apply the IRAC method of case brief writing

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department

College of Social Sciences

Mbaye, Heather

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

POLS 4510 Foreign Policy and the EU

Prefix Number Course Title

The course explores regionalism in international relations with a focus on how its growing complexity reflects the variations in regional political, social, and cultural contexts. The early part of the course focuses on theories of regional integration. The remainder of the course will examine these three regions of the world in light of these theories. We will explore differences in institutional design, goals, and scale across these regions and how these differences reflect the particular context of these regions. We will focus on three intergovernmental institutions: The European Union, The North American Free Trade Agreement, and the African Union (formerly the Organization of African Unity). Special attention shall be given to the role of the EU as an exemplar of regional integration and its influence in the evolution and design of the other two organizations.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

This course has been and will continue to be taught as part of the collaborative USG system certificate program in European Union studies. No additional resources or faculty are needed as these have been taught as special topics every two to three years in the past. We would like to put these courses, which are taught by USG system faculty, into the catalog at UWG so that students get regular and appropriate credit for them. In addition, they will be able to look up the course description in the catalog and otherwise find information on the courses. There are a total of 12 courses to be added. This one is not cross-listed.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

Comments

College Approvals

Robert Schaefer [APPROVED 2012-01-20]
 Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]
 Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-29]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

LEARNING OUTCOMES:

- Describe and explain the institutional design of the EU as regional governance
- Describe and explain the history of the EU with special attention to the layering of national and supranational foreign policy decision-making
- Discuss how the national and supranational institutions affect policy outcomes
- Examine the evolution of EU foreign policy as institutions have changed
- Examine the role of the EU in contemporary foreign policy
- Compare and contrast EU foreign policy in three key areas: Global economic governance, security policy, and environmental policy

Program View Request (Read-Only)

Originator		
College of Social Sciences <small>College</small>	Sociology Department <small>Department</small>	Luken, Paul <small>Originator</small>

Action Add <input checked="" type="radio"/> <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate <input type="radio"/>	Modifications				
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:30%;">Program Name</th> <th style="width:30%;">Program Description</th> <th style="width:20%;">Degree Name</th> <th style="width:20%;">See Modification Details</th> </tr> </thead> </table>	Program Name	Program Description	Degree Name	See Modification Details
Program Name	Program Description	Degree Name	See Modification Details		

Program Selection			
College of Social Sciences <small>College</small>	Bachelor of Science with a Major in Sociology <small>Program</small>		
Bachelor of Science with a Major in Sociology <small>Program Name</small>	On Campus <small>Program Location</small>		Undergraduate <small>Degree Level</small>
Bachelor of Science <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2012	

Modification Details
<p>We are expanding the capstone options for our majors. Currently sociology majors must take SOCI 4984, Senior Seminar. We are expanding the options to include SOCI 4983 Capstone: Senior Thesis and SOCI 4982 Capstone: Internship. Students are required to take one of these options. Additional capstone courses may be counted toward the degree. In addition to the capstone course, majors will still be required to take SOCI 4000, SOCI 4003, and SOCI 4053. A maximum of six hours of internship may be counted toward the degree.</p> <p style="font-size: small;">(Max 4000 characters)</p>

Rationale
<p>These capstone options (internship, thesis, class) were designed to ensure that graduates have the skills and knowledge needed to work for a variety of professional agencies or to pursue further study in sociology or related fields. The capstone options allow us to be more responsive to individual student</p> <p style="font-size: small;">(Max 4000 characters)</p>

Planning Info
<p>Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 130</p>

Comments
<p style="font-size: small;">(Max 4000 characters)</p>

College Approvals
<p><u>Robert M. Sanders [APPROVED 2012-01-30]</u> Chair, Course Department</p> <p><u>Heather Mbaye [APPROVED 2012-02-07]</u> Coordinator, COSS Executive Committee</p>

Cross Listing Approvals
<p>N/A</p> <p>_____ Chair, Cross Listed Department</p> <p style="text-align: center;">N/A</p> <p>_____ Associate Dean, Cross Listed College</p>

Other Approvals
<p><u>Camilla Gant [APPROVED 2012-02-22]</u> Chair, Undergraduate Academic Programs Committee</p>

Final Approval
<p style="text-align: center;"><u>Jon Anderson [REQUIRED]</u> Chair, Faculty Senate</p>

Course Update Request (Add, Delete, Modify)

Originator

Sociology Department

Department

College of Social Sciences

College

Matthews, Todd

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

SOCI 4982 Capstone: internship

Prefix Number Course Title

This course combines fieldwork in an internship setting and in-class experiences designed to instruct students in ways of learning from the internship and reporting on the sociological insights that they have acquired in oral and written forms. This course is an option that satisfies the capstone requirement for graduation.

Course Catalog Description

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

Prerequisites

SOCI 4000, SOCI 4053 and 12 additional hours of upper division sociology. Sociology majors only.

Corequisites

Rationale

We are creating a more comprehensive "Capstone" experience for our majors than currently exists by giving them the option of taking this course or one of two others (see our Program modification for further details). Thus we are adding this course as one of the "capstone" options. The Department of Sociology has many students who seek further practical experience as they prepare to embark upon careers after receiving their undergraduate education. This course will offer a culminating experience for these students which requires them to situate their fieldwork experiences within the theoretical and methodological core of the discipline of sociology. Further, this course is designed to ensure that graduates have the skills and knowledge needed to work for a variety of professional agencies or to pursue further study in sociology or related fields. This will allow the department to be more responsive to the needs and interests of individual students than is possible at present.

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments

College Approvals

Robert M. Sanders [APPROVED 2012-01-30]

Chair, Course Department

Heather Mbaye [APPROVED 2012-02-07]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2012-02-22]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Addendum III

Revised Policy Draft – February 20, 2012

Graduate Course Loads

Minimum Course Load for Financial Aid Eligibility

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

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

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

Minimum Course Load for Graduate Assistantship Eligibility

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

Maximum Course Load for All Graduate Students

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

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

Full Time and Part time Course Loads—From COGS Handbook

~~Graduate students normally take **nine hours** of undergraduate and graduate courses as a fulltime load. Graduate students who are not GRAs, GAs, or TAs may take up to **12 hours**. The Dean of the Graduate School, **not** advisors or college deans, may sign an override for additional hours by student and advisor petition. College advisors, department chairs, and the College Dean must approve any student requesting to take more than 12 graduate semester hours. Graduate students taking a combination of undergraduate and graduate courses must seek approval if they want to take more than 12 hours as well.~~

Addendum IV

Appointment & Reappointment

Guidelines & Procedures

University of West Georgia Statutes

Article I. Section 2.C.2

The Graduate Faculty shall consist of the Dean of the Graduate School, those members of the General Faculty with the rank of assistant professor, associate professor and professor, who have been recommended for membership by the Committee on Graduate Studies and whose membership has been approved by the President. Requisites for membership shall normally be as follows: regular faculty status in a department offering graduate course work, earned doctorate or equivalent, rank of at least assistant professor, published works and/or recognized accomplishments in research and/or teaching, and approval of membership by the appropriate department chair, the Committee on the Graduate Studies and the President. Graduate faculty status is a privilege granted to those faculty members at the University of West Georgia who have demonstrated by virtue of their training, contributions to scholarship, teaching and experience that they are qualified to be a part of the University's graduate faculty. Members of the graduate faculty may: a) teach graduate courses; b) direct graduate-level research; c) supervise Master's or Doctoral-level theses or dissertations; d) endorse and recommend graduate students for graduation who have completed the appropriate requirements; and e) serve on thesis, dissertation, or other graduate-level evaluation committees.

Recommendation For Graduate Faculty Status

Department chairs recommend faculty members for membership in the graduate faculty by completing the required "Request for Appointment in the Graduate Faculty" form (paper copies are available from the Graduate School Office; a printable form is also available through the Committee on Graduate Studies web page at <http://www.westga.edu/~cogs>) and supply appropriate supportive documents, including an up-to-date curriculum vitae. The Dean of the Graduate School then considers each faculty member's materials and renders a decision for approval or disapproval. Should there be a question concerning the applicant's recommendation, the Dean will forward the application and supporting materials to the Sub-Committee on Graduate Faculty Membership for its recommendation to the Committee on Graduate Studies for its decision. Faculty members receiving a negative recommendation from the Dean of the Graduate School, the Subcommittee on Graduate Faculty Membership, and the Committee on Graduate Studies may appeal to the Vice President for Academic Affairs.

All persons recommended for appointment to graduate faculty status must possess a terminal degree in field (normally the doctorate) and hold the rank of assistant professor or higher at the University of West Georgia (WebMBA faculty are fully qualified faculty at other University System of Georgia institutions who are excepted from this policy). Only full-time University of West Georgia faculty members are eligible for appointments to the Regular graduate faculty. The Dean of the Graduate School, upon request by the department chair (with supporting documentation) and in consultation with the Committee on Graduate Studies, may appoint part-time, temporary faculty members, emeritus faculty members, or Visiting faculty members, on a semester or yearly basis. Faculty members designated as Lecturers or Senior Lecturers are not eligible for graduate faculty status since their positions were created for special instructional

functions only. Departments/Colleges may institute levels of review other than those generally described in this document.

Graduate faculty members must meet the qualifications outlined in the University's "Policies and Procedures for Tenure and Promotion." UWG expects graduate faculty members to demonstrate competencies in three areas: (a) scholarly competence, (b) professional achievement, and (c) teaching competence. A letter from the chair of the faculty member's department will validate teaching competence.

A faculty member must receive appointment to the graduate faculty before being eligible to teach graduate courses, serve as a chair or member of a thesis, project or dissertation committee, or to direct graduate research.

Post-Tenure Review of Regular Graduate Faculty

As part of the post-tenure review process (normally after five years in rank at UWG), department committees and/or chairs will evaluate tenured Regular graduate faculty members and will make a recommendation to the Dean of the Graduate School for reappointment to the graduate faculty. To be reappointed, faculty members must present evidence that they have continued and extended their scholarly activities, taught graduate courses, and maintained other credentials since their appointment to the graduate faculty. Faculty members may document these achievements through updated vitae and yearly evaluations, according to the appropriate College's plan for professional growth and development. The department may reevaluate, for reinstatement on the graduate faculty, a faculty member whose achievements do not merit reappointment at the time of the post-tenure review. These faculty members will receive either no appointment or a Temporary appointment. The Graduate Dean may grant temporary appointments for one-year periods, not to exceed three years.

***Permission to Teach**

Non tenure track full time faculty, part-time faculty and adjunct faculty may be reviewed for permission to teach graduate classes concurrent with (or after) official appointment to the UWG faculty. In order to receive permission to teach graduate classes, non-tenure track full-time faculty, part-time faculty and adjunct faculty must:

- Have some experience teaching graduate level classes or demonstrate a high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity or professional experience in a particular area related to the course or other assignment;
- Hold a terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

* Permission to teach and temporary appointments do not constitute graduate faculty status.

GRADUATE FACULTY APPOINTMENT

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

Requisites for appointment shall normally be as follows:

Regular Graduate Faculty Appointment

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

Limited-Term Graduate Faculty Appointment

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

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

Permission to Teach (Does not constitute Graduate Faculty Appointment)

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

Process

1. Timeline

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

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

Addendum V

Course Update Request (Add, Delete, Modify)

Originator

Nursing Department	School of Nursing College	Duke, Karen Originator
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Action **Modifications**

<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<table border="1"> <thead> <tr> <th>Prerequisites</th> <th>Description</th> <th>Title</th> <th>Credit</th> <th>See Comments</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Prerequisites	Description	Title	Credit	See Comments					
Prerequisites	Description	Title	Credit	See Comments							

Course Details

NURS 9001 Current Trends and issues in Nursing Education
 Prefix Number Course Title

The course emphasizes the development of competencies to meet the educational needs of a rapidly developing global society. Using an analytical approach, students will examine past, present and future nursing issues that directly impact individuals and society within local, national, and global perspectives.

Course Catalog Description

3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fail - 2012 Effective Term	Yearly Frequency	Letter Grade Grading
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Prerequisites Admission to the EdD in Nursing Program	Corequisites
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Rationale
This is a required course in the new EdD in Nursing Education program.

Planning Info Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 10	Comments
--	-----------------

College Approvals

Laurie Ware [APPROVED 2012-02-29]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2012-02-29]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Course: NURS 9001, Current Trends and Issues in Nursing Education

Credit hours: 3-0-3

Prerequisite: Admission to the EdD in Nursing Program

Course Description:

The course emphasizes the development of competencies to meet the educational needs of a rapidly developing global society. Using an analytical approach, students will examine past, present and future nursing issues that directly impact individuals and society within local, national, and global perspectives.

Learning outcomes:

1. Identify trends and major nursing education issues
2. Analyze contemporary nursing trends and their impact
3. Synthesize information from multiple sources
4. Reflect, think, and write critically
5. Analyze risks and opportunities that confront nurse educators as members of a global nursing community
6. Engage in scholarly debate through objectivity and challenging of assumptions

Sample textbooks:

- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, California: Jossey-Bass
- Cornish, E. (2004). *Futuring: The exploration of the future*. Bethesda, MD: World Future Society. ISBN: 0-93024257-2

Topics for class sessions:

- Evolution of Nursing Education
- The Concept of Futuring
- Nursing Culture
- Globalization of Education
- Health Care Delivery and Provider Education
- The Healthcare Shortage
- Exportation of Education

Generic assignments/methods of evaluation:

1. Weekly Discussions and or Chats
2. Organizational Philosophy audit
3. Collaborative Essay – Current and Emerging Philosophical Challenges in Adult Education
4. Personal Adult Education Philosophy
5. Integration of Course Concepts

Assignment	Points	%
Trend Analysis	25	25
Collaborative Essay	25	25
Futuring Group Presentation	25	25
Discussion Postings	15	15
Interactive On Line Chats	10	10
Total:	100	100

2/28/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing Department	School of Nursing College	Duke, Karen Originator
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Action **Modifications**

<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<table border="1"> <thead> <tr> <th>Prerequisites</th> <th>Description</th> <th>Title</th> <th>Credit</th> <th>See Comments</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Prerequisites	Description	Title	Credit	See Comments					
Prerequisites	Description	Title	Credit	See Comments							

Course Details

NURS	9002	Quantitative Research in Nursing
Prefix	Number	Course Title

This course introduces the graduate student to methods of empirical inquiry used in nursing. Quantitative research designs and quantitative approaches to scientific inquiry will be emphasized. Students will select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer nursing research questions.

Course Catalog Description

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

<p>Prerequisites</p> <p>Admission to the EdD in Nursing Program</p>	<p>Corequisites</p>
--	----------------------------

Rationale

This is a required course in the new EdD in Nursing Education program.

<p>Planning Info</p> <p>Library Resources are Adequate</p> <p>Library Resources Need Enhancement</p> <p>Present or Projected Annual Enrollment: 10</p>	<p>Comments</p>
---	------------------------

College Approvals

Laurie Ware [APPROVED 2012-02-29]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2012-02-29]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Course: NURS 9002, Quantitative Research in Nursing

Credit hours: 3-0-3 hours

Prerequisites Admission to the EdD in Nursing Program

Course description:

This course introduces the graduate student to methods of empirical inquiry used in nursing. Quantitative research designs and quantitative approaches to scientific inquiry will be emphasized. Students will select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer nursing research questions.

Learning outcomes:

1. Compare and contrast research designs.
2. Evaluate characteristics of effective research designs
3. Apply the principles of sampling to support the generalization of findings to the population.
4. Identify the relationships among constructs, variables, and measurement instruments and how they influence the selection of data collection tools.
5. Analyze data using descriptive statistics.
6. Test hypotheses using a variety of inferential statistical tools.
7. Critique published nursing research studies
8. Identify issues related to protection of rights of human subjects
9. Begin work on dissertation

Course content:

1. Characteristics of the scientific method
2. Quantitative research designs
 - a. Selection
 - b. Types and characteristics
3. Measurement of variables of interest
 - a. Characteristics of quality instruments
 - b. Reliability and validity of instruments
 - c. Criteria for instrument selection
 - d. Approaches to measurement
4. Data analysis
5. Human subjects rights

Sample textbooks:

American Psychological Association. (latest edition). *Publication manual of the American Psychological Association*. Washington, DC

Polit, D.F. & Beck, C.T. (2012). *Nursing Research: Generating and Assessing Evidence for Nursing Practice* (9thed). Philadelphia: Lippincott.

Trochim, W., & Donnelly, J. P. (2007). *The research methods knowledge base* (3rd ed.). Atomic Dog Publishing.

Learning Activities:

Classroom and online discussions/Seminar discussion
Learning activities
Students' scholarly presentations
Multimedia presentations
Assigned readings and online activities

Generic assignments/methods of evaluation:

- | | |
|---|-----|
| 1. Class and online participation | 20% |
| 2. Critique of research study | 25% |
| 3. Prospectus for research study | 30% |
| 4. Research methods formal class presentation | 25% |

2/28/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing

School of Nursing

Duke, Karen

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

NURS 9003 Principles of Qualitative Inquiry: Design and Methods

Prefix Number Course Title

Principles of qualitative inquiry will be presented, including philosophical frameworks and methodologies (historical, ethnography, phenomenology, grounded theory and action critical/social/feminist inquiry). Additionally, design, data collection and analysis strategies will be explored.

Course Catalog Description

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

Prerequisites

Admission to the EdD in Nursing Program

Corequisites

Rationale

This is a required course in the new EdD in Nursing Education program.

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2012-02-29]

Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2012-02-29]

Dean, School of Nursing

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Course: NURS 9003, Principles of Qualitative Inquiry: Design and Methods

Credit hours: 3-0-3

Prerequisite: Admission to the EdD in Nursing Program

Course Description:

Principles of qualitative inquiry will be presented, including philosophical frameworks and methodologies (historical, ethnography, phenomenology, grounded theory and action critical/social/feminist inquiry). Additionally, design, data collection and analysis strategies will be explored.

Learning outcomes:

1. Demonstrate understanding of the core philosophical, epistemological and methodological frameworks for qualitative research.
2. Evaluate qualitative research reports based on accepted standards for scientific rigor.
3. Demonstrate effective decision making in choosing a qualitative method based on the purpose of the study.
4. Demonstrate skill in designing a qualitative research proposal.
5. Describe the relationship between the qualitative and quantitative research paradigms and the relevance of each to the advancement of education and nursing science.

Sample textbooks:

- Munhall, P. (2010). *Nursing research: A qualitative perspective*. (5th Ed.). Publication date 11/10: Jones and Bartlett.
- Creswell, John. (2007). *Qualitative Inquiry and Research Design (2nd ed.)*, Thousand Oaks: Sage.
- Strauss, Anselm, and Corbin, Juliet. (1998). *Basics of Qualitative Research*. Thousand Oaks: Sage.
- Van Manen, Max. (1990). *Researching Lived Experience*. Albany: SUNY Press.

Topics for class sessions:

- Philosophical frameworks for qualitative research
- Qualitative research methods: historical, ethnography, phenomenology, grounded theory and critical/social/feminist inquiry
- Selecting a relevant qualitative methodology
- Rigor in qualitative research
- The elements of a qualitative research proposal
- Qualitative and quantitative research paradigms in the advancement of education and nursing science

Generic assignments/methods of evaluation:

1. Postings on e-learning website (10%)
2. Critically engaged book review of ethnographic study (20%)
3. Group presentation on a book length ethnographic study (20%)
4. Final paper (40%)
5. Group poster presentation (15%)
6. Class participation-consistent and conscientious participation is required for course credit and will influence overall grade.

Revised 2/28/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing Department

School of Nursing College

Duke, Karen Originator

Action

● Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

NURS 9004 Teaching the Adult Learner
Prefix Number Course Title

This course examines theories of adult learning and practical application in the adult education process. Students will gain an understanding of andragogy and the contemporary adult education movement.

Course Catalog Description

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

Prerequisites

NURS 9001

Corequisites

Rationale

This is a required course in the new EdD in Nursing Education program.

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2012-02-29]

Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2012-02-29]

Dean, School of Nursing

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Course: NURS 9004, Teaching the Adult Learner

Credit hours: 3-0-3

Prerequisites: NURS 9001

Course Description:

This course examines theories of adult learning and practical application in the adult education process. Students will gain an understanding of andragogy and the contemporary adult education movement

Learning outcomes:

1. Differentiate among major theories and theorists in adult education
2. Explore historical foundations of contemporary adult education theories and principles
3. Synthesize the foundational principles of adult education to practical application in various adult learning contexts
4. Apply best practices to facilitate adult motivation in learning
5. Critique the six core principles of andragogy
6. Describe barriers to adult education and measures to reduce or eliminate such barriers
7. Analyze innovative strategies to enhance various adult educational learning activities
8. Integrate best practices to facilitate varied ways of knowing to strengthen the adult learning experience.

Sample textbooks:

- Bash, L (ed.) (2005). *Best practices in adult learning*. Bolton, A: Anker Publishing Co.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). San Diego, CA: Elsevier, Inc.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author

Topics for class sessions:

Introduction to Adult Education
 Contemporary Issues in Adult Education
 Theories of Adult Learning
 The Andragogical Process Model
 Principles' of educating Adults

Motivational Perspectives in Adult Education
 Innovative Educational Practices
 Synthesis of Major Course Concepts

Learning activities:

Weekly Discussions and or Chats
 Reflective Analysis – Plan for professional Development
 Collaborative Analysis of Teaching the Adult Learner
 Theoretical Analysis and Self Application of Adult Learning Theory

Generic assignments/methods of evaluation:

Assignment	Points	%
Reflective Analysis	20	25
Collaborative Analysis	25	25
Theoretical Analysis	30	25
Discussion Postings	15	15
Interactive On Line Chats	10	10
Total:	100	100

Grading System:

A = 90 – 100
 B = 80 – 89
 C = 75 – 79
 F = below 75

No course in which a student receives a C grade can be applied to education (Ed.D.) or psychology (Psy.D.) doctoral degree programs of study.

February 27, 2012

Course Update Request (Add, Delete, Modify)

Originator

Nursing Department School of Nursing College Duke, Karen Originator

Action **Modifications**

Add Modify Delete Prerequisites Description Title Credit See Comments

Course Details

NURS 9005 Nursing Theory in Nursing Education

Prefix Number Course Title

This course includes the opportunity for analysis and evaluation of concepts related to theory development and an exploration and analysis of grand and middle range theories. Additionally, the course will include an examination of nursing theory and its link to the research process and evidence based practice in nursing education.

Course Catalog Description

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

Prerequisites

NURS 9002

Corequisites

NURS 9003

Rationale

This is a required course in the new EdD. in Nursing Education program.

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2012-02-29]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2012-02-29]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

Course: NURS 9005, Nursing Theory in Nursing Education

Credit hours: 3-0-3

Prerequisite: NURS 9002 and co-requisite of NURS 9003

Course description:

This course includes the opportunity for analysis and evaluation of concepts related to theory development and an exploration and analysis of grand and middle range theories. Additionally, the course will include an examination of nursing theory and its link to the research process and evidence based practice in nursing education.

Learning outcomes:

1. Analyze and critique the historical development and refinement of grand and middle range theories.
2. Apply middle range theories to practice situations.
3. Critique conceptual and theoretical evaluation methods applied to nursing theories.
4. Evaluate the relative contributions of various theories to the science of the nursing discipline.
5. Evaluate strategies used in nursing and other disciplines for theory generation and development.
6. Critique selected theories and conceptual models for nursing.

Course content:

1. Patterns of knowledge
2. Concept Analysis and theory development
3. Nursing theorists: past and present
4. Critiquing theories of nursing
5. Relationships among nursing theory, nursing research, and nursing practice

Sample textbooks:

Avant, K. C., & Walker, L. O. (2010). *Strategies for theory construction in nursing* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

American Psychological Association. (latest edition). *Publication manual of the American Psychological Association*. Washington, DC

McEwen, M. & Wills, E.M.. (2010) *Theoretical basis for nursing* (3rd ed.). New York: Lippincott.

Peterson, S. & Bredow, T. (2012). *Middle Range Theories Application to Nursing Research*. Lippincott, Williams, & Wilkins.

Suggested Resource Books:

Chinn, P. L., & Kramer, M. K. (2008). *Integrated knowledge development in nursing* (7th ed.). St. Louis, MO: Mosby.

Learning Activities:

Classroom and online discussions/Seminar discussion
Learning activities
Students' scholarly presentations
Multimedia presentations
Assigned readings and online activities
Case studies
Concept analysis activities

Topics for class sessions/course outline:

- I. Introduction to Theory in Nursing:
- II. Nursing as a Discipline:
 - 1. Historical Background
 - 2. Patterns of Knowing in Nursing
 - 3. Development of Theory
 - 4. Concept Development
 - 5. Types of Theory
- III. Theory and Research:
 - Philosophy of Nursing Science
 - Theory-Testing Research
 - Theory-Generating Research
- V. Theory and Practice:
 - Theory-Based Practice
 - Practice-Based Models
- VI. Middle Range Theories
- VII. Application of theory to Practice, Education, Research, and Administration

Generic assignments/methods of evaluation:

- 1. Class and online participation 20%
- 2. Analysis & Evaluation of a Theory 25%
- 3. Written Concept Analysis 30%
- 4. Examination (s) 25%

2/28/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing
Department

School of Nursing
College

Duke, Karen
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

NURS 9006 Educational and Healthcare Policy Analysis
Prefix Number Course Title

This course is an advanced study of policy and its impact on nursing education and health care. It is designed to enable nurse educators to become more knowledgeable, effective, and responsible actors within the political context of the academic and healthcare settings. Relationships among law, ethics, and policy will be explored. Students will examine a clinical or educational issue and demonstrate how policy impacts outcomes related to the issue.

Course Catalog Description

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

Prerequisites

Admission to the EdD in Nursing Education program.

Corequisites

Rationale

This is a required course in the new EdD. in Nursing Education program.

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2012-02-29]

Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2012-02-29]

Dean, School of Nursing

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Course: NURS 9006, Educational and Healthcare Policy Analysis,

Credit hours: 3-0-3

Prerequisite: Admission to the EdD in Nursing Program

Course Description: This course is an advanced study of policy and its impact on nursing education and health care. It is designed to enable nurse educators to become more knowledgeable, effective, and responsible actors within the political context of the academic and healthcare settings. Relationships among law, ethics, and policy will be explored. Students will examine a clinical or educational issue and demonstrate how policy impacts outcomes related to the issue.

Learning Outcomes:

1. Identify and analyze the links between law, ethics, and policy in nursing education and health care arena
2. Explore the relevance of policy to nursing education and health care
3. Summarize how policy is developed at the federal, state, and local levels
4. Critique variables and competing interests that have a positive and/or negative impact on policy formulation and implementation
5. Distinguishes skills need to analyze educational and health related policy
6. Applies an awareness of the equity and social justice implications of educational and health related policy;
7. Develop strategies to act effectively in shaping policy and responsible political action.

Sample textbooks:

TBA---Nursing Healthcare Delivery Textbook

Kingdon, J. W. (2003). *Agendas, Alternatives, and Public Policies*. New York: Longman Press.

Topics for class sessions:

1. Policy Identification, Interview Protocol, and Interview Analysis
2. Policy Analysis

TEACHING-LEARNING STRATEGIES:

Readings
Discussion
Presentations
Seminar discussion
Papers

COURSE REQUIREMENTS AND EVALUATION:

Class Attendance and Contribution	25%
Policy Identification, Interview Protocol, and Interview Analysis	20%
Policy Analysis	40%
Policy Presentation	15%

Grading System:

A = 90 - 100
B = 80 - 89
C = 75 - 79
F = below 75

2/28/12

Course Update Request (Add, Delete, Modify)

Originator

Nursing Department School of Nursing College Duke, Karen Originator

Action Add Modify Delete

Modifications

Prerequisites	Description	Title	Credit	See Comments
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Course Details

NURS 9007 Applied Statistical Methods in Nursing

Prefix Number Course Title

This course provides the student with the opportunity to examine statistical methods for nursing research studies. Emphasis is on the utilization and interpretation of descriptive and inferential statistics. An additional emphasis will be on critiquing data analysis in current research articles.

Course Catalog Description

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

Prerequisites NURS 9002, NURS 9003

Corequisites

Rationale

This is a required course in the new EdD. in Nursing Education program.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

College Approvals

Laurie Ware [APPROVED 2012-02-29]
 Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2012-02-29]
 Dean, School of Nursing

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]
 Chair, Faculty Senate

Course: NURS 9007, Applied Statistical Methods in Nursing

Credit hours: 3-0-3

Prerequisites: NURS 9002 and NURS 9003

Course description:

This course provides the student with the opportunity to examine statistical methods for nursing research studies. Emphasis is on the utilization and interpretation of descriptive and inferential statistics. An additional emphasis will be on critiquing data analysis in current research articles.

Learning outcomes:

1. Identify methods for organizing and displaying data
2. Examine principles of selected multivariate analyses and their application to nursing research.
3. Compare and contrast selected multivariate statistical methods used to analyze research data.
4. Apply knowledge of inferential statistics and hypothesis testing
5. Select appropriate statistical tests for a particular data set.
6. Critique research studies with a focus on the data analysis procedures.

Course content:

1. Understanding data
 - a. Organizing and displaying data
 - b. Univariate descriptive statistics
 - c. Inferential statistics and hypothesis testing
2. Statistical techniques
 - a. Nonparametric techniques
 - b. t Tests
 - c. one way analysis
 - d. multifactorial analysis
 - e. analysis of covariance
 - f. Repeated measures
 - g. Correlation and regression
 - h. Factor analysis

Sample textbooks:

Munro, B. H. (2011). *Statistical Methods for Health Care Research* (4th ed). Lippincott, Philadelphia.

American Psychological Association. (latest edition). *Publication manual of the American Psychological Association*. Washington, DC

Learning Activities:

Classroom and online discussions/Seminar discussion
Learning activities
Students' scholarly presentations
Multimedia presentations
Assigned readings and online activities

Generic assignments/methods of evaluation:

- | | |
|-----------------------------------|-----|
| 1. Class and online participation | 20% |
| 2. Critique of research study | 25% |
| 3. Learning modules | 30% |
| 4. Examinations | 25% |

2/28/12

Addendum VI

DRAFT Amendment to Promotion and Tenure Changes

103.02 Procedures

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

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

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

[...]

103.0201 Formation and Operation of Faculty Promotion and Tenure Evaluation Committees

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no less than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. ~~No department chair may serve as a member of the committee. Academic units such as the School of Nursing that do not have departments must develop their own procedures for committee formation and review at this level; these procedures should be delineated in a separate document that is approved by the governing body of that entity and must be otherwise consistent with section 103.0201 of the Faculty Handbook.~~ **Department chairs, Assistant/Associate Deans and Deans are excluded from**

selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee.

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

2. Department Chair

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

3. Evaluation of a Department Chair

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

4. Evaluations of other faculty holding administrative positions

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

5. Appeals

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

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences, the Library, and the School of Nursing. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No

faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. ~~In the event that a department does not have any eligible tenured faculty members, a non-tenured member may be selected from the department to serve.~~ Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

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

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

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

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

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

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

6. Appeals

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

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

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must include a minimum of three (3) tenured faculty members ~~and the majority membership of the committee must be tenured~~. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members. ~~In addition, the School of Nursing may opt to allow clinical faculty holding graduate degrees to serve on tenure and promotion committees. However, in all cases a majority of committee members must be tenured faculty.~~ must be invited to serve and additional non-tenured faculty may be selected to serve from the unit. **IN ALL OTHER CIRCUMSTANCES NON-TENURED FACULTY ARE PROHIBITED FROM SERVING ON TENURE AND PROMOTION COMMITTEES.**

~~Additionally, in units without academic departments, a supervising faculty member must be identified to provide the equivalent of a chair evaluation as described in 103.0201 A.2. A written policy must be established by these units for the selection of faculty members who will write the chair equivalent evaluation.~~ Units choosing the option of single-level review for promotion and tenure ~~a single committee~~ must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from, ~~delineated in a separate document and, approved by~~ the governing body of the unit and the Provost/VPAA. These procedures must and otherwise be otherwise consistent with the procedures outlined in section 103.0201.

Addendum VII

Intercollegiate Athletics Committee (FS-IA)

Minutes and Notes from the Committee's February 13th Meeting held in Hubbard Dinning, Z-6. (11:30am call to order)

Attending were: Melissa Johnson, Pam Hunt, Chris Tabit, Daryl Dickey, Eddie Duffey, Jihad Pratt, and Bob Morris, Chr.

Not attending but having given prior feedback for consideration were: Laura Hatfield, Brad Prince, Mark Tietjen, and Brent Heidorn.

Also not attending were: Tammy McClenney and Gregory Lewis.

The Committee met, discussed and acted on the following items:

1. SACS Compliance Statement regarding Intercollegiate Athletics. The statement is needed for SACS accreditation.
2. The Intercollegiate Athletic Program's Scope & Mission Statement. This statement is required by the NCAA. No mission statement was on file prior to this one.
3. The placement of athletic trophies in appropriate buildings on campus.
4. Discussion of the status of faculty involvement as "guest faculty coaches" at athletic events.

Actions taken by the Committee included the following:

1. **Approval of the proposed SACS Compliance Statement with minor changes.** Attached is that approved statement.
2. **Approval of the Scope and Mission Statement with minor changes as submitted by the Athletics Department to the Committee.** Attached is the final approved statement.
3. A discussion of possible sites for trophies past and present as well as future ones took place. The athletic director noted current arrangements and limitations. He also noted future plans for the athletic building under construction within the new football stadium. The committee unanimous endorsed the following to the athletic director after discussion:
 - a. **That there be a presence of trophies in the UWG Coliseum, but that only current or recent and/or significant trophies (such as national championships) be displayed in selected areas in the entrance areas to the Coliseum.** (Utilizing space that might not otherwise be used, such as under the hanging staircase at the entrance, or building a case

for current trophies closer to the back hallway in between columns where benches are usually situated).

- b. Further, the committee recommended that the north wall directly behind the home north seats be utilized for older trophies, plaques and memorabilia in a display case(s) where many of the home spectators gather at Coliseum athletic events. **The committee believes that the need for displaying the historic athletic accomplishments of UWG athletes and teams be part of the presentation within that area of the Coliseum.** It is the perfect site to display these accomplishments and would further the prominence of UWG at both athletic events as well as social events such as graduation.
 - c. Finally, as other sites for appropriate trophies develop, such as the new athletic building in the football stadium, that these sites be considered for housing specific athletic trophies and memorabilia.
4. The Committee discussed the new “guest faculty coaches” activity as proposed and developed by the committee at its initial meeting in November, 2011. Senior Associate Athletic Director Duffey noted the success of the program and the involvement of faculty at both men’s and women’s basketball games as well as volleyball and baseball games. The committee fully endorsed the continuation of this activity with its full support.

The Meeting was called at 12:45pm

Addendum VIII

SACS Compliance Certificate Assignments

Senate Intercollegiate Athletics

CS 3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. (Control of intercollegiate athletics)

Judgment of Compliance

In Compliance

Narrative

The authority of the President of the University of West Georgia is delegated through the Georgia Board of Regents and Georgia legislature (*see President's job description*). Much of the President's authority is delegated to staff and faculty charged with the ongoing operation of the institution (*refer to the University's Organizational Chart*). The established system of shared governance is involved in any matter having to do with the development of policies impacting internal constituent groups. The institution utilizes the shared governance system and administrative oversight to review and affirm university activities. Numerous standing committees, staffed by students, faculty, and staff, are tasked with advisory responsibility for the administration of programs, services, and policies at the University of West Georgia.

The University's Intercollegiate Athletics Program, one of the more highly visible programs at the University, has a Director of Athletics (*see Athletic Director's job description*) who reports directly to the Vice President of University Advancement. The Vice President of University Advancement reports directly to the President of the University. Advising the Athletic Director are two Associate and two Assistant Athletic Directors. The University Athletic Committee (*See sub-Committees of the Faculty Senate*) provides oversight to the Intercollegiate Athletics program and reports directly to the Faculty Senate. The Faculty Athletic Representative (FAR) reviews and manages policies related to various athletic activities. The FAR reports directly to both the President and the Vice President of University Advancement.

The Intercollegiate Athletics Program has a full-time Assistant Athletic Director of Business Operations and a full-time Assistant Athletic Director responsible for compliance issues. These two individuals meet with both the Athletic Director and two Associate Athletic Directors on a regular basis. The two Assistant Athletic Directors also meet with other University entities in regard to their job duties (*see Job descriptions for*

A.D. of Business Operations and Compliance). The Assistant Athletic Director of Business Operations is audited on an annual basis, with periodic audits throughout the year, by the University's Internal Audit Office. The Assistant Athletic Director for Compliance meets with the Vice President of University Advancement and the University's Legal Counsel when dealing with compliance issues.

The Intercollegiate Athletics Program holds one general foundation fund account with multiple sub-accounts for individual sports within the University of West Georgia's Foundation. Each individual sport, as well as the University's Cheerleading Squad, are allowed to hold individual sub-accounts where money raised independently for that sport may reside. The Assistant Athletic Director of Business Operations is charged with the day to day operations and control of these accounts while the Senior Associate Athletic Director (*see Senior Associate Athletic Director's job description*) is charged with direct oversight of these accounts. Both Assistant Athletic Director of Business Operations and Senior Associate Athletic Director report directly, on a regular basis, to the Athletic Director concerning the functioning of all foundation accounts. In turn the Athletic Director reports on an annual basis to the Vice President of Advancement concerning the financial status of all foundational accounts. Annual audits of all foundation accounts are conducted by the University's Internal Audit Office.

Addendum IX

Scope and Mission Statement of the University of West Georgia's Intercollegiate Athletic Program

Founded in 1906 as the Fourth District Agricultural and Mechanical School in Carrollton, Georgia, The University of West Georgia is today a multipurpose educational institution, mature in its aims and ideals and confident of its capacity to respond to the demands of the future. The University's growth from a 2-year institution of the 1930's and a four-year institution of the late 1950's to today's comprehensive University with over 100 programs and a student body of over 12,000 attests to its ability to respond to changing circumstances, to support new initiatives, and to preserve the enduring values that sustain its fundamental purposes.

The central mission of the University of West Georgia is to achieve preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

The University is a comprehensive, residential institution that provides selectively focused undergraduate and graduate public higher education primarily to the people of West Georgia. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off campus sites, and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

The mission of the University of West Georgia's Intercollegiate Athletic Program is to nurture the spirit of continuing growth and challenging expectations for achievement at all levels of team and individual participation. Consistent with the overall mission statement of the University, the intercollegiate athletic programs subscribe to the concept of the developing student-athlete by providing opportunities to transform and enrich the lives of its student-athletes. As a part of the greater university community the intercollegiate athletic programs supports the highest standards of scholarship, public service, sportsmanship, teamwork, and citizenship. The athletic program ultimately seeks to recruit, train, educate, and graduate first-class student-athletes. Consistent with the University's goals of developing positive character, the intercollegiate athletic program encourages respect and trust among team members from diverse backgrounds and experiences affirming always the equal dignity of each student athlete.

The measure of the strength of the athletic programs at West Georgia lies in the extensive student-athlete developmental programs and services. The intercollegiate athletic programs are viewed as an encouragement to all athletes at the University, as well as being a major contributing factor to the quality of campus life.

Addendum X

UWG Shared Governance Procedures for Modifications to Academic Programs

Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation.

This document only addresses the UWG internal approval process.

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

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

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

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

1. The following are **actions items** by the Senate and appropriate Senate Subcommittees:
 - New academic programs and new courses (degrees, majors, minors, concentrations, certificates, etc...)
 - Changes to a course level (i.e. changing from 3000 to 4000 level)
 - Adding to or removing a course from the Core Curriculum
 - Changes to course prerequisites that span across colleges
 - Modifying the requirements to complete an academic program, including core curriculum
 - New or modified concentrations within a degree program
2. The following are **information items** for the Senate:
 - Modifications to XIDS courses (Action Item by the Committee)
 - Changes in admission standards for an academic program
 - Suspending (deactivating) or eliminating (terminating) academic programs
 - Offering an existing academic program more than 95% online
 - Offering an approved academic program more than 50%, but less than 95% online
3. The following are **reviewed by the Senate graduate and undergraduate programs** committees to assure quality of academic programs
 - Comprehensive Program Reviews
 - Academic program and core curriculum learning outcome assessments
4. The following are **not items considered** by the Senate and should be reported directly to office of the Provost:
 - Modifications/additions/deletions to existing academic program learning outcomes, excluding core curriculum
 - Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
 - Minor modifications to courses including : course name, description, course learning outcomes, and prerequisites within a college or school
 - Creation or modifications of assessment artifacts
 - Moving an approved course to online delivery (including both “D” and “N” sections)