Memorandum

To: General Faculty

Date: November 9, 2016

Regarding: Agenda, Faculty Senate Meeting, November 11, 2016, TLC 1-203

The agenda for the November 11, 2016 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Minutes
   A) Approval of minutes from October 14, 2016 (**see Addendum I)**

Committee I: Undergraduate Programs Committee (Cale Self, Chair)

Action Items (See Addenda II):

A) College of Arts and Humanities

1) Department of History

a) Certification in Public History

Request: Add

B) College of Education

1) Department of Sports Management, Wellness, and Physical Education

a) UWG Certificate in Power up for 30

Request: Add

b) Minor in Sport Management

Request: Add

c) CMWL 3101: Mental and Emotional Wellness

Request: Add

d) CMWL 4000: Exercise and Wellness Programming for Special Populations

Request: Add

e) CMWL 4101: Worksite Wellness Programs

Request: Add

C) College of Social Sciences

1) Department of Mass Communications

a) Bachelor of Science with a Major in Mass Communications (Public Relations track)

Request: Modify

b) Bachelor of Science with a Major in Mass Communications (Convergence Journalism track)

Request: Modify

c) Bachelor of Science with a Major in Mass Communications (Film and Video Production track)

Request: Modify Courses

d) Bachelor of Science with a Major in Mass Communications (Digital Media track)

Request: Modify

e) Bachelor of Science with a major in Mass Communications (Film and Video Production track)

Request: Modify Language for Major Electives

f) COMM 4425: Documentary Production Practices

Request: Add

g) COMM 4426: Fiction Film Production

Request: Add

2) Department of Criminology

a) Bachelor of Science with a major in Criminology

Request: Modify

D) Honors College

1) Center for Interdisciplinary Studies

a) Minor in Asian Studies

Request: Add

E) Ingram Library

a) LIBR 1101

Request: Delete

Information Item:

A) College of Social Sciences

1) Dean's Office

a) XIDS 2002: What Do You Really Know About Reflecting on Prior Learning?

Request: Add

Committee II: Graduate Programs Committee (Matt Varga, Chair)

Action Items (see Addenda III):

A) College of Education

1) Literacy and Special Education
    a) SPED 7716 Autism: Theories and Characteristics

        Request: Add
2) Leadership, Research, and School Improvement
    a) PL Certification Only

        Request: Modify

B) College of Education

1) Leadership and Instruction
    a) Specialist in Education with a Major in Secondary Education (mathematics)

        Request: Terminate
    b) Specialist in Education with a Major in Secondary Education (science)

        Request: Terminate
    c) Specialist in Education with a Major in Secondary Education (social studies)

        Request: Terminate
    d) Specialist in Education with a Major in Secondary Education (English)

        Request: Terminate
2) College of Education, Dean's Office
    a) Specialist in Education with a Major in Physical Education

        Request: Terminate
    b) Specialist in Education with a Major in Reading Instruction

        Request: Terminate
    c) Specialist in Education with a Major in Teaching Field (mental retardation)

        Request: Terminate
    d) Master of Education with a Major in Biology Teaching Education

        Request: Terminate
    e) Master of Education with a Major in Teaching Field (English)

        Request: Terminate
    f) Master of Education with a Major in Teaching Field (mathematics)

        Request: Terminate
    g) Master of Education with a Major in Teaching Field (science)

        Request: Terminate
    h) Master of Education with a Major in Teaching Field (social studies)

        Request: Terminate

i) Master of Business Education (M.Ed.)

Request: Deactivate

3) Literacy and Special Education

a) Master of Arts in Teaching (Special Education)

Request: Modify

Committee IV: Academic Policies Committee (Emily McKendry-Smith, Chair)

Action Item:

A) Currently, online evaluations are open for 4 weeks for full term classes and are open though the last day of finals week. The Academic Policies Committee proposes to change the timing of online evaluations as follows: for 8 week courses, evaluations would be open in the 6th and 7th weeks. For full term courses, evaluations would be open in the 14th and 15th weeks.

Committee V: Faculty Development Committee (David Boldt, Chair) Action Item (see Addenda IV):

A) Revision of Section 107.03 of the Faculty Handbook on Grievance Procedures

Request: Approve

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items:

A) Academic Affairs Policy, UWG Procedure 2.7.2 on Faculty Absences **(See Addenda V)**

Request: Approve

B) UWG Faculty Handbook, Section 213, Faculty Absences **(See Addenda VI)**

Request: Modify

5. Old business
6. New business

Information Items:

A) Academic Affairs Strategic Plan **(See Addendum VII)**

B) Information Technology Services

1) IT Governance Model

7. Announcements
8. Adjournment

Addendum I: Minutes

University of West Georgia
Faculty Senate Meeting
Draft Minutes
October 14, 2016

1. Call to order

Dr. Farmer called the meeting to order at 3:02.

2. Roll call

Present:

Boldt, Connell, DeFoor (Yoder), Elman (Cuomo), Farran, Gerhardt, Henderson (Mosier), Hoang, Johnson, Kramer, Lee, Lopez, Mbaye, McCord, McCullers, McKendry-Smith, Miller, Mindrila, Neely (Breckling), Ogletree, Pencoe, Remshagen, Roberts, Robinson, Rutledge, Self, Smallwood (Maggiano), Stanfield, Stuart, Tefend, Trotman-Scott, Varga, Velez-Castrillon, Webb, Welch, Willox, Yates (Gant), Zamostny (Koczkas), and Zot

Absent:

Blair, Bohannon, Butler, Fujita, Hipchen, Mahmoud, McGuire, Schoon, Schroer, Seay, Sterling, and Williams

3. Minutes

A) Approval of minutes from September 9, 2016 **(see Addendum I)**.

Item approved unanimously by voice vote.

Committee I: Undergraduate Programs Committee (Cale Self, Chair)

Action Items (see Addenda II):

A) College of Arts & Humanities

1. Theater Department
    a. Bachelor of Arts with a Major in Theater

       Request: Modify

Item approved unanimously by voice vote.

2. English and Philosophy Department
    a. FILM 2000 – Georgia Film Academy

Request: Modify

Item approved unanimously by voice vote.

B) College of Education

1) Department of Sport Management, Wellness, and Physical Education

a. Bachelor of Science in Health and Community Wellness

Request: Modify

Item approved unanimously by voice vote.

b. CMWL 2100 – Intro to Health and Community Wellness

Request: Modify

Item approved unanimously by voice vote.

c. CMWL 3102 – Psychology of Health and Wellness

Request: Add

Item approved unanimously by voice vote.

d. CMWL 4100 – Wellness Coaching

Request: Add

Item approved unanimously by voice vote.

e. CMWL 4102 – Service Learning in Health and Community Wellness

Request: Add

Item approved unanimously by voice vote.

f. PWLA 1699 – Healthy Eating and Nutrition

Request: Add

Item approved unanimously by voice vote.

C) College of Science & Mathematics

1) Geosciences Department

a. Bachelor of Science with a Major in Geology

Request: Modify

Item approved unanimously by voice vote.

2) Biology Department

a. BIOL 4735 – Parasitology

Item approved unanimously by voice vote.

Request: Add

D) College of Social Sciences

1) Political Science Department
    a. POLS 4801 – Experiential/Service Learning

       Request: Add

Item approved unanimously by voice vote.

2) Criminology Department
    a. CRIM 2276 – Global Crime and Justice

       Request: Add

Item approved unanimously by voice vote.

Committee II: Graduate Programs Committee (Matt Varga, Chair)

Information Item:

A) The Committee recommends that the Graduate School considers adopting the Council of Graduate Schools April 15th Financial Assistantship Package Resolution agreement at the University of West Georgia.

Committee IV: Academic Policies Committee (Emily McKendry-Smith, Chair)

Information Item:

A) The Academic Policies Committee will begin liaising between the LEAP West Steering Committee, ensuring that there is clear communication between LEAP and Faculty Senate.

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (See Addenda III):

A) UWG Faculty Handbook Section 205, Reporting Grades

   Request: Modify

Item approved unanimously by voice vote.

B) UWG Procedure 2.7.8, Withdrawals

   Request: Approve

Item approved unanimously by voice vote.

C) UWG Faculty Handbook Section 205.01, Withdrawal Policy

   Request: Modify

Item approved unanimously by voice vote.

D) UWG Faculty Handbook Section 205.02, Limited Course Withdrawals

   Request: Modify

Item approved unanimously by voice vote.

E) UWG Procedure 2.7.1, Faculty Workload

Request: Approve

F) UWG Faculty Handbook Section 127, Faculty Workload

Request: Modify

After Dean Overfield noted discrepancies between the stated faculty workload and actual workloads of professors and adjuncts in some colleges, items E and F were sent back to the Rules committee. It was suggested that Rules ask colleges/chairs for input on the policy as they reexamine the documents.

G) Restructuring of Faculty Senate committees

1. Faculty senate committee descriptions

a. University Policies and Procedures Article IV, Section 2J

Request: Modify

Item approved unanimously by voice vote.

5. Old business

6. New business

7. Announcements

- *Dr. Jenks shared the programs up for comprehensive review:*
  - *Stand-alone minors*
  - *General Education curriculum*
  - *Certificate programs*
  - *Interdisciplinary programs*

The template loaded to the review site does not fully match these programs, he noted, so solutions from UPC, potential ad hoc *committees, and those who administer these programs will be necessary.*

- *A-Day is Thursday, October 20th.*
- *Homecoming is October 20th-22nd.*

8. Adjournment

Dr. Farmer adjourned the meeting at 3:47 p.m.

Addenda II: Undergraduate Programs Committee

Program View (Read-Only)

Attachments
Current File: Public History Program Proposal.docx

Originator

College	Department	Originator
College of Arts and Humanities	History Department	McCullers, Molly

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | (•) Add New Program

Modifications
☑ Program Name ☑ Program Description ☑ Degree Name ☑ See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College	Department
College of Arts and Humanities	History Department

Undergraduate Certificate in Public History (Program Name)
On Campus (Program Location)
Undergraduate (Degree Level)
Minor in History (Degree Name)
Fall 2017 (Effective Semester/Year)

Modification Details

The History Department proposes an embedded undergraduate certificate in Public History. The certificate requires 19-20 hours of course work and can be completed without exceeding 120 total hours. The certificate is open to both history majors and non-majors. Majors who complete the certificate may choose to do so in lieu of a minor. Non-majors who complete the certificate will earn a minor in History. Prerequisites are limited to the completion of two history surveys as required by the core (HIST 1111 or 1112 and HIST 2111 or 2112, respectively).

(Max 4000 characters)

Rationale

A Certificate in Public History will provide students with specific training to be successful in the field and will make them more attractive to potential employers. The completion of a certificate program will give our students an edge in today's highly competitive labor market. The training for the Certificate will encourage students to engage in interdisciplinary research and community outreach activities that are consistent with the university's strategic plan.

(Max 4000 characters)

Attachments
Current File: Public History Program Proposal.docx

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

The syllabus for a new class required to complete this certificate is included in the attached program proposal. This course, HIST 4101 - Professionalism in Public Practice, has also been submitted separately.

(Max 4000 characters)

College Approvals

Steve Goodson [APPROVED 2016-10-17]
Chair, Course Department

Pauline Gagnon [APPROVED 2016-10-21]
Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

New Program Proposal:
Undergraduate Certificate in Public History

Updated September 11, 2016
Julia Brock and Ann McCleary

Proposal: 19-hour embedded undergraduate Certificate in Public History.

Justification:

A December 2003 report by the American Historical Association Task Force on Public History observed that, "Most students probably leave their undergraduate major without a clear idea of the diverse career opportunities available to people with preparation in the discipline." We are proposing to add a new undergraduate Public History Certificate to introduce students to the variety of careers in history, the theory and practice of public history, and the role of the historian in the community.

History majors often worry about what they can do with their degree. Most students, and their parents, assume that there is little that one can do with a history degree besides teaching. However, in recent years, the field of public history has blossomed, providing more career opportunities from our majors. Simply put, public historians are historians who "do history outside of the academy," whether in a museum, historical society, archives, historic preservation office, or other type of local or regional history association or organization. An undergraduate concentration in public history will introduce students to these careers and begin building skillsets in addition to those gained as part of the History major. Recent scholarship also strongly suggests that students who engage in public history training build intercultural awareness and aptitude as community bridge-builders, less tangible traits but ones that are crucial to students' future civic life.

A Certificate in Public History will provide students with specific training to be successful in the field and will make them more attractive to potential employers. The completion of a certificate program will give our students an edge in today's highly competitive labor market. The training for the Certificate will encourage students to engage in interdisciplinary research and community outreach activities that are consistent with the university's strategic plan.

The two core courses of the program are ***HIST 4400 Introduction to Public History*** and ***HIST 4486 Public History Internship***. Both courses are taught on an annual basis, with HIST 4400 offered every spring and HIST 4486 offered every semester. The first class explores what public historians do, their roles in the community, the challenges and issues that they face, and the types of careers that they pursue. This class also introduces students to team-work through a group project, in which students participate in a real-life public history experience for a client. The second core class is the *Public History Internship*, which immerses students in a field experience for 125 hours. We recommend that students take this internship at the culmination of their public history

concentration so that they can draw upon skills and knowledge they have learned in their classes. Students may choose from a variety of internship sponsors and experiences, with the guidance of one of the two public history faculty members.

In addition, we propose adding a one-hour course on ***Professionalism in Public History***. This course will include topics such as building a resume, identifying and applying for jobs, and appropriate etiquette in the workplace, among others. This is the only new course we will be adding. As part of this course requirement, students will research jobs and create a resume and cover letter. This class will also be open to non-public history students, as space allows.

All students would be required to take one ***upper-level course in history***, at either the 3000 or 4000 level. Because this would be an embedded certificate, history majors could count a course in their major field towards this requirement so they would not need to take an additional course here.

Students would take at ***one undergraduate seminar in public history*** currently in the catalog. Currently, all of these courses are taught on a two-year rotation. These courses emphasize practice and theory in different public history fields

Students would take ***two public history electives***, selected from an even broader, multi-disciplinary cluster of courses, which include related work in art history, archaeology, anthropology, art, planning, or GIS. Public history is multi-disciplinary, so we would like to provide an option of taking at least one and possibly two courses in these related fields.

We hope that the Public History Certificate will introduce students to the variety of opportunities in public history. However, we also recognize that an M.A. is the preferred degree for public history practitioners. While some students may graduate and search for a job with their B.A. degree, we would encourage more serious public history students to consider applying for an M.A. in public history, historic preservation, museum studies, etc. at some point in the near future. This new undergraduate program could also help us recruit for our own graduate program in public history.

Learning outcomes:

1. Demonstrate knowledge of the theory and practice of public history
   - Assessment instrument: Intro to Public History course final project, including a reflective paper
   - UWG strategic imperatives:
     - 1D, Action 2: Deliver comprehensive career development, experiential learning opportunities, and career employment services to assist students in securing gainful employment
     - 2A, Action 3: Expand efforts to engage students in high-impact, experiential learning activities such as internships, service learning, practicum placements, study abroad, research, or related professional and creative experiences

2. Demonstrate practical knowledge of a subfield of public history in an internship setting under professional supervision

- Assessment instrument: Portfolio completed at the end of the internship
- UWG strategic imperatives:
  - 1A, Action 3: Increase students' access to and opportunities for academically-related interactions with faculty beyond structured classroom time
  - 2A, Action 3: Expand efforts to engage students in high-impact, experiential learning activities such as internships, service learning, practicum placements, study abroad, research, or related professional and creative experiences
  - 3A, Action 3: Align institutional resources to strengthen key partnerships
  - 3B, Action 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development
  - 3B, Action 3: With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities
  - 3C, Action 3: Support key partnerships via external funding

Program

A. Eligibility:

A Certificate in Public HIstory can be completed by either a History major or a non-History major. Students can formally apply to enroll in the Certificate in Public History in the Department of History.

We propose that History majors be allowed to complete the Certificate in lieu of a minor field, if desired. If that option is selected, the student may only count two courses from his/her History major towards the certificate--History 4400 and an upper-level history elective.

Any non-major who completes the certificate program will also earn a minor in History.

Prerequisites

The only prerequisites for History courses are part of the Core curriculum:(HIST 1111 or HIST 1112) and (HIST 2111 or HIST 2112) . All UWG students who have completed the core will not need to complete any additional prerequisites.

B. Course Requirements

Three Required courses (7 hours):

HIST 4400 Introduction to Public History, currently offered every spring semester (3 hours)
HIST 4486 Public History Internship, currently offered every semester including the summer (3 hours)
HIST 44?? Professionalism in Public History, will be offered once a year (1 hour)

One Upper-Level History Course, 3000 or 4000 level (3 hours)

One Seminar in Public History Practices and Theory from Appendix A (3 hours)

Two Public History Electives, chosen from Appendix B: (6-7 hours)
At least one of these courses must be outside of the History field

Appendix A

HIST 4401 Theory and Practice of Oral History (3 hours)
HIST 4402 Introduction to Archival Theory and Practice (3 hours)
HIST 4403 Introduction to Museum Studies (3 hours)
HIST 4404 History of American Architecture (3 hours)

Appendix B

HIST 4401 Theory and Practice of Oral History (3 hours)
HIST 4402 Introduction to Archival Theory and Practice (3 hours)
HIST 4403 Introduction to Museum Studies (3 hours)
HIST 4404 History of American Architecture (3 hours)
ABED 3100 Business Communication
ACCT 2101 Principles of Accounting
ANTH 3103 Archaeology Lab Methods (3 hours)
ANTH 3170 Religion in America: The Shakers
ANTH 3180 Environmental Anthropology
ANTH 3188 Ethnographic Field Methods (4 hours)
ANTH 4102 Archaeological Field Research (4 hours)
ANTH 4105 Environmental Anthropology
ANTH 4115 North American Archaeology
ANTH 4181 Cultural Resources Management (3 hours)
ANTH 4201 Artifact Analysis
ART 3701 Introduction to Photography (3 hours),
ART 3210 History of Non-Western Art (3 hours)
ART 3220 Art of the Ancient World (3 hours)
ART 3240 Art of the Renaissance (3 hours)
ART 3250 18th or 19th Century Art (3 hours)
ART 3260 American Art (3 hours)
ART 3270 Pre-World War II Modernism (3 hours)
ART 3275 Art Since 1954 (3 hours)
ART 3280 Museum Seminar (3 hours)
ART 3401 Graphic Design (3 hours)
ART 3403 History of Graphic Design (3 hours)
ART 4212 History of Interiors (3 hours)
ENG 3100 Writing for Business
ENGL 3405 Professional and Technical Writing
GEOG 2553 Introduction to GIS and Mapping Science
GEOG 3085 Select Topics in Regional Geography

GEOG 3642 Urban Geography
GEOG 3644 Atlanta's Geographies
GEOG 4553 Geographic Information System (4 hours)
MGMT 3600 Management
MKTG 3803 Principles of Marketing
MKTG 4808 Marketing Information Systems and Research
MKTG 3810 Social Media and Online Marketing
MUSC 3702 Western Music AFter 1825 and World Music
PLAN 3701 Introduction to Urban and Regional Planning
PLAN 3702 Land Use Planning and Controls
PLAN 3702 Planning Methods
THEA 3290 Costume Design
THEA 3415 Playwriting I: Devised Theater
THEA 4415 Playwriting II

HIST 4101 Professionalism in Public Practice (1 hour)
University of West Georgia

DRAFT Syllabus
Prepared September 2016

Dr. Ann McCleary and Dr. Julia Brock
History Department

Course goal

This course will introduce students to careers in public history and professional practice in the field.

Learning Outcomes

Students will:
1. Write a professional resume for a history position
2. Practice interview skills for a professional position
3. Explore about the types of public history jobs available and the types of skills and experience needed for those jobs
4. Create a portfolio of their work in history to use in applying for public history jobs
5. Practice work etiquette in a professional public history setting
6. Develop experience in written communication in the workplace, including
    A. Professional writing
    B. Business writing
    C. Email communication

Course Requirements

Public History Careers (25 points)

This assignment will require students to research and identify a position for which they would be interested. Students will research through job advertisements to find the position and identify the key skills and qualifications for that position. Students will assess their preparation for that career and then discuss how they would acquire the skills and expertise they would need for the position, including whether they would need a graduate degree and what graduate degree would be appropriate. The assignment will help students determine a path towards a desired career. The assignment must be well-written, four to six pages in length, and should also include attachments such as the job description and any information about graduate studies that would help prepare them for that position.

Resume (20 points)
Working with Career Services and the public history faculty, students will produce a professional resume for a public history position. Students will workshop their resumes with their peers and public history faculty and Career Services staff, and then have the opportunity to revise the resume. Students will submit their preliminary and final draft.

Mock interview (15 points)
Working with Career Services, students will complete a mock interview. Students will read about interviews in advance and will participate in a class discussion on interviews. The interview graded and students will receive an evaluation to assist with future interviews.

Portfolio (30 points)
Students will create a portfolio of their work that includes the assignments for this class and any additional elements that they could share with potential employers. The portfolio will meet professional expectations and demonstrate good writing. Portfolios will include the student's resume and samples of their written work from classes as appropriate and demonstrate the skills and experience they have for the field.

Class Participation (20 points)
Class attendance and participation is expected. Students will be evaluated in their participation in class meetings and in Course Den discussions.

Readings

P. M. Forne, *Choosing Civility: The Twenty-Five Rules of Considerate Conduct*. Johns Hopkins Press, 2003.

Greg Stevens and Wendy Luke, *A Life in Museums: Managing Your Museum Career.* AAM Press, 2012.

NCPH, *The Public History Navigator: How to Choose and Thrive in a Graduate Public History Program,* 2015. http://ncph.org/wp-content/uploads/The-Public-History-Navigator-2015-Web.pdf

Selected articles from the NCPH History@Work Blog such as http://ncph.org/history-at-work/looking-for-a-job-in-public-history-an-outsiders-perspective/

Select articles on this topic from the American Historical Association, the Organization of American Historians, and other public history websites.

Tentative Class Schedule

Week 1	Introduction to Careers in History
Week 2	Exploring history careers :where are they? And where are they Advertised? How does one find job announcements?
Week 3:	Choose and research a career you might like
Week 4:	Writing a resume (Introduction from Career Services)
Week 5:	Writing a resume (by Public history faculty)
Week 6	Resume workshop and review
Week 7	Finalize and submit resume
Week 8	Developing Professional Networks, such as Linked In, etc (Career Services and History)
Week 9	Developing a Portfolio
Week 10	Professional Writing (English Dept)
Week 11	Workplace communication
Week 12	Workplace Etiquette
Week 13	Interview Skills (Career Services)
Week 14	Mock Interview (Career Services)
Week 15	Portfolio due

Program View (Read-Only)

Attachments
Current File: power up for 30 justific_001.pdf

Originator

College	Department	Originator
College of Education	Sport Management, Wellness, and Physical Education	Mosier, Brian

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | (•) Add New Program

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College	Department
College of Education	Sport Management, Wellness, and Physical Education

Program Name	Program Location	Degree Level
Health and Physical Education, Early Childood, Early Childhood/Special Education	On Campus	Undergraduate

Degree Name	Effective Semester/Year	
Health and Physical Education, Early Childood, Early Childhood/Special Education	Spring	2017

Modification Details
(Max 4000 characters)

Rationale
Power up for 30 is part of Governor Nathan Deal's statewide initiative to combat childhood obesity. It is a voluntary program that encourages every elementary school in Georgia to include an additional 30 minutes of physical activity each day. Power up for 30 can seamlessly be integrated within PHED 4650 - Health and Physical Activity in Elementary Education (which is currently required in our B.S.Ed. with a major in Early Childhood Education), PHED 4689 - Teaching Internship Seminar (which is currently required in our B.S.Ed. with a major in Physical Education), and ECSE 3214 - Exploratory Curriculum for PreK-5 Classrooms (will begin to be offered in the approved dual-certification program for early childhood and special education Spring 2017). Thus, we are proposing to establish a UWG Certificate that will be embedded in these programs by integrating this training in PHED 4650, 4689 and, ECSE 3214. Considering Power up for 30 is coming off the grant cycle, integrating this evidenced-based program within our programs will allow for sustainability of the model. This effort has support from the Governor's Office, Georgia Department of Health, and Georgia Department of Education, and Georgia SHAPE.
UWG partnering elementary schools have also been active participants in the program and our teacher candidates would further contribute their physical activity model with this integrated program in their courses. Once receiving the certificate, our candidates could provide additional insight and resources to K-12 schools in the future. Lastly, the certificate would support their knowledge of varying instructional strategies and as a form of differentiation in the classroom.
(Max 4000 characters)

Attachments
Current File: power up for 30 justific_001.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

After the students complete the requirements for the UWG Certificate and are ready to graduate, Sport Management, Wellness, and Physical Education and Early Childhood through Secondary Education departments will send a list of students to the Registrar during End-of-Term processing stating that those students have met the requirements for the certificate. That is, completing all Power Up for 30 assignments scoring a minimum of 80% (highlighted on syllabi attached). The Registrar will place the name of the certificate, "Power Up for 30 Certificate" on the students' transcripts at the time their degrees are awarded. This process was recommended and supported by the Registrar.
Note: The Power Up For 30 Certificate will only be embedded in the Early Childhood, Health and Physical Education, and Early Childhood/Special Education dual enrollment programs at UWG. A student will not be able pursue this certificate separately. This will only be a UWG certificate and is not supported by the Professional Standards Commission.

(Max 4000 characters)

College Approvals

Brian Mosier [APPROVED 2016-05-10]
Chair, Course Department

Laura Smith [APPROVED 2016-05-13]
Associate Dean, College of Education

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

University of West Georgia

Department of Sport Management, Wellness, and Physical Education

Power Up for 30 Certificate

Justification

Power up for 30 is part of Governor Nathan Deal's statewide initiative to combat childhood obesity. It is a voluntary program that encourages every elementary school in Georgia to include an additional 30 minutes of physical activity each day. Power up for 30 can seamlessly be integrated within PHED 4650 - Health and Physical Activity in Elementary Education (which is currently required in our B.S.Ed. with a major in Early Childhood Education), PHED 4689 - Teaching Internship Seminar (which is currently required in our B.S.Ed. with a major in Physical Education), and ECSE 3214 - Exploratory Curriculum for PreK-5 Classrooms (will begin to be offered in the approved dual-certification program for early childhood and special education Spring 2017). Thus, we are proposing to establish a UWG Certificate that will be embedded in these programs by integrating this training in PHED 4650, 4689 and, ECSE 3214. Considering Power up for 30 is coming off the grant cycle, integrating this evidenced-based program within our programs will allow for sustainability of the model. This effort has support from the Governor's Office, Georgia Department of Health, and Georgia Department of Education, and Georgia SHAPE.

UWG partnering elementary schools have also been active participants in the program and our teacher candidates would further contribute their physical activity model with this integrated program in their courses. Once receiving the certificate, our candidates could provide additional insight and resources to K-12 schools in the future. Lastly, the certificate would support their knowledge of varying instructional strategies and as a form of differentiation in the classroom.

After the students complete the requirements for the UWG Certificate and are ready to graduate, Sport Management, Wellness, and Physical Education and Early Childhood through Secondary Education departments will send a list of students to the Registrar during End-of-Term processing stating that those students have met the requirements for the certificate. That is, completing all Power Up for 30 assignments scoring a minimum of 80% (highlighted on syllabi attached). The Registrar will place the name of the certificate, "Power Up for 30 Certificate" on the students' transcripts at the time their degrees are awarded. This process was recommended and supported by the Registrar.

Note: The Power Up For 30 Certificate will ***only*** be embedded in the Early Childhood, Health and Physical Education, and Early Childhood/Special Education dual enrollment programs at UWG. A student ***will not*** be able pursue this certificate separately. This will ***only*** be a UWG certificate and is not supported by the Professional Standards Commission.

Power Up For 30 Assignments are highlighted yellow

PHED 4689-01D: Teaching Internship Seminar

Semester Hours	3
Semester/Year	Spring 2015
Time/Location	Online; Face-to-Face Meetings in Coliseum 2122
Instructor	Dr. Brian Mosier
Office Location	Coliseum 2033
Office Hours	Monday and Wednesday 8:00a.m-10:00a.m. Friday by appointment
Telephone	(O): 678-839-5424
Email	bmosier@westga.edu
Fax	678-839-6195

COURSE DESCRIPTION

Students will meet and discuss learning opportunities and teaching strategies during the semester of their student teaching internship.

CONCEPTUAL FRAMEWORK

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

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community,

and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. observe the managerial and instructional phases of classes prior to assuming any teaching responsibilities (Guidelines for student teaching, 1996; Randall, 1992);

2. plan for instruction including formulating daily lesson plans, implementing and evaluating student progress (Dougherty & Bonanno, 1987; Guidelines for student teaching 1996; Harrison, Blakemore, Buck, & Pellet, 1996; Hellison & Templin, 1991; Jewett, Bain, & Ennis, 1995; Randall, 1992);

3. identify instructional resources available at the assigned school (Department of Health, Physical Education and Sport Studies);

4. evaluate each day to plan for the next day (Harrison, Blakemore, Buck, & Pellet, 1996);

5. practice the Code of Professional Ethics as presented in the student teacher handbook (Guidelines for student teaching, 1996);

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts

COE Teacher Education Handbook (2014-2015)
http://www.westga.edu/assetsDept/fieldexp/EducatorPreparationHdbk_final.pdf

References

Lynn, S.K., Castelli, D.M., Werner, P., & Cone, S.L. (2007). *Seminar in Physical Education: From student teaching to teaching students*. Champaign, IL: Human Kinetics.

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

Sutherland, C. (2002). *Physical Education Tips from the Trenches*. Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Peer Teaching
Students will teach a mini-lesson to the class, emphasizing their personal growth and development as a teacher, in relation to the teacher certification program and the student teaching internship. (Course objectives 2,3)

2. Resume and Cover Letter
Each student must complete a personal resume and make additions/corrections based on recommendations. (Course objectives 3,5)

3. Interview
A mock interview for a teaching position in health and physical education will be conducted with each student. The student must conduct him/herself in a professional manner throughout the interview process. This includes appearance, speech, and demeanor. A one-page personal evaluation of the interview must be completed by the student. (Course objectives 3,5)

4. Comprehensive School Physical Activity Plan (CSPSAP) Project
Each student must complete choose one component of a CSPAP and implement this during their student teaching experience. Further direction and an evaluation rubric are located in Course Den. (Course objectives 1,2,3)

5. edTPA Final Assessment
Each student must complete and submit an edTPA final project. The rubric for this project is located in Course Den. (Course objectives 1,2,3,4,5)

GRADING

Your course grade will be calculated using the following:

Peer Teaching	10%
Job Interview Assignments	20%
CSPAP Project	20%
TWS Project	50%
	100%

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%

F = less than 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 *Connection and Student Handbook* and the *Graduate Catalog.*

Attendance: Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. All absences will be reflected in the students' professional disposition evaluation. Each time a student has an unexcused absence, he/she will lose 5 points from their overall grade. In addition, any additional absences (more than 2) will require that student to meet with the PETE faculty and department chair.

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.

Extra Credit: No extra credit is provided in this course.

Late Work: All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct: The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of upper level collegiate work. Therefore, all assignments will be graded with spelling and grammar taken into consideration. Assignments not meeting a minimum standard (see COE Writing Rubric in Course Den) may be returned. If an assignment is returned, the student will have one week to resubmit the assignment with credit for the assignment beginning at 80%.

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

PHED 4689 (Tentative)

Week	Topic	Assignments
1 (1/5-1/9)	Course Introduction and Syllabus ***FACE-TO-FACE MEETINGS ON 1/5 (Class) & 1/9/15(Content Exam and Ethics Training)***	Class Time Schedule
2 (1/12-1/16)	Overview of EdTPA (Contextual Factors)	Responsibility Plan
3 (1/20-1/23)	Comprehensive School Physical Activity Programs	CSPAP Inventory *****SHARE THE WEALTH CONFERENCE - 1/29-1/31**
4 (1/26-1/30)	edTPA – Planning & Instruction	CSPAP Action Plan
5 (2/2-2/6)	Resume and Cover Letter; Interviewing and Job Preparation	
6 (2/9-2/13)	Advocacy in Health and Physical Education; Prepare for Interviews, edTPA Assessment ***FACE-TO-FACE MEETING ON 2/9***	Resume and Cover Letter Draft
7 (2/16-2/20)	Legal Liability Georgia Code of Ethics; Prepare for Interviews	Resume and Cover Letter Final *****SAAHPERD CONFERENCE – 2/18-2/21**
8 (2/23-2/27)	Observations; Prepare for Interviews	
9 (3/2-3/6)	edTPA/CSPAP ***FACE-TO-FACE INTERVIEW DAY ON 3/7/13/; 8:00-3:00***	
10 (3/9-3/13)	edTPA//CSPAP	Interview Reflection (Due March, 15 by midnight)
11 (3/16-3/20)	edTPA/CSPAP	
12 (3/23-3/27)	edTPA/CSPAP	
13 (3/30-4/3)	CSPAP Final Project	CSPAP Final Project

Most School Systems Spring Break (4/6-4/10)		
14 (4/13-4/17)	Student Teacher Supervision Survey ****FACE-TO-FACE MEETING ON 4/13***	
15 (4/20 – 4/24)	Site Visits to Other Schools	**GRADUATION ☺ 4/25/15**

* Students must earn an 80% or higher competency on all highlights assignments to be eligible for the Power Up 30 certificate.

Other Topics

- Student Learning Objectives
- Parent/Community Relations
- English Language Learners
- Current Issues and Trends in Health and Physical Education
- First Aid/CPR

HEALTH AND PHYSICAL ACTIVITY IN ELEMENTARY SCHOOL
PHED 4650-01

Semester/Year	Spring 2016
Time/Location	Wednesday 2:00-3:40pm; Coliseum #2122
Instructor	Mrs. Jennifer K. Heidorn
Office Location	COE Annex, Office #121
Office Hours	*Monday* 10:00-2:00pm (Ed Annex #121) *Tuesday* 9:00-10:00am (Coliseum #2038) & 2:00-4:00pm (Ed Annex 121) *Wednesday* 1:00-2:00pm (Coliseum #2038) *Thursday* 9:00-10:00am & 12:00-1:00pm (Coliseum #2038) *Friday* By Appointment
Telephone	Direct Line: 678-839-6182 Cell Phone: 770-722-0862 (text messages preferred) Department Line: 678-839-6559
Email	jheidorn@westga.edu
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online Help http://uwgonline.westga.edu/students.php UWG Distance Learning & 24 Hour Assistance http://uwgonline.westga.edu/ Elementary Health & Physical Activity Course Wiki Site http://elementaryhealthphysicalactivity.wiki.westga.edu/

COURSE DESCRIPTION

An introductory, survey, and methods course that provides fundamental skills necessary for teaching physical activity and health in the elementary school curriculum. This course is designed for early childhood teachers and includes strategies for teaching health concepts.

COE VISION

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

COE MISSON

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

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.

The vision, mission, and conceptual framework of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), Society for Health and Physical Educators (SHAPE America), the National Sexuality Education Standards (NSES), and the Common Core Georgia Performance Standards (CCGPS) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

"This course will be delivered approximately 7% online. This requires the online equivalent of 105 minutes of instruction (seat-time) and an additional 210 minutes of supporting activities.

COURSE OBJECTIVES

Students will:

1. Describe the difference among health, physical education, and physical activity programs;
   (Rink, Hall & Willliams, 2010; Cone, Werner & Cone, 2009; Kovar et al., 2012); (Standards: ACEI 2; INTASC 7; NHES 1 & 7); (Conceptual Framework: Professional Excellence; Field Based Inquiry).

2. Describe principles of effective teaching and best practices for developmentally appropriate physical education;
   (Rink, 2010; Rink, Hall & Williams, 2010; Graber & Woods, 2013); (Standards: ACEI 1, 3, 4; INTASC 3); (Conceptual Framework: Professional Excellence; Betterment of Society).

3. Identify strategies for effective planning and teaching health and physical activity lessons including concepts related to integration of academics, kinesthetic learning, and student learning styles;

(Rink, 2010; Rink, Hall & Williams, 2010; Kovar et al., 2012; Cone, Werner & Cone, 2009); (Standards: ACEI 2; INTASC 1, 5 & 7); (Conceptual Framework: Professional Excellence).

4. Plan, teach, and reflect upon peer teaching experiences of health and physical activity settings;
(Rink, 2010; Rink, Hall & Williams, 2010; Telljohann, Symons & Pateman, 2009); (Standards: INTASC 8 & 9); (Conceptual Framework: Professional Excellence; Field Based Inquiry).

5. Identify common health disparities and health risks among youth and describe strategies for maintenance of proper health, prevention of diseases, and meeting curricular standards;
(Telljohann, Symons & Pateman, 2009; Kovar et al., 2012); (Standards: ACEI 5; NHES 1, 3-7); (Conceptual Framework: Professional Excellence; Field Based Inquiry).

6. List and describe all components of a school wellness program including comprehensive physical activity and identify strategies for effective implementation;
(Rink, Hall & Williams, 2010; NASPE, 2012, Telljohann, Symons & Pateman, 2009); (Standards: ACEI 3 & 5; INTASC 3 & 10; NHES 1-3 & 8); (Conceptual Framework: Professional Excellence, Field Based Inquiry, Betterment of Society).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:	None
Required Instructional Resource:	Tk20 Subscription These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Course References:

Anspaugh, D. J., & Ezell, G. (2012). *Teaching today's health.* (10th ed.). San Francisco: Pearson/Benjamin Cummings.

Bruess, C. E., & Greenberg, J. S. (2013). *Sexuality education: Theory and practice.* (6th ed.). Sudbury, MA: Jones and Bartlett.

Gilbert, G. G., & Sawyer, R. G. (2009). *Health education: Creating strategies for school and community health* (3rd ed.). Sudbury, MA: Jones and Bartlett.

Graham, G., Holt/Hale, S., & Parker, M. (2012). *Children moving.* (9th ed.). Upper Saddle River, NJ: McGraw-Hill.

Jensen, E. (2000). *Learning with body in mind.* Thousand Oaks, CA: Corwin Press.

Kovar., S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2012). *Elementary classroom teachers as movement educators* (4th ed.). New York, NY: McGraw-Hill.

Lengel, T., & Kuczala, M. (2010). *The kinesthetic classroom: Teaching and learning through movement.* Thousand Oaks, CA: Corwin Press.

Meeks, L., & Heit, P. (2012). *Totally awesome strategies for teaching health* (8th ed.). New York, NY: McGraw-Hill.

Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). *Promoting physical activity & health in the classroom.* San Francisco: Pearson Benjamin Cummings.

Rink, J. E., Hall, T. J., & Williams, L. H. (2010). *Schoolwide physical activity: A comprehensive guide to designing and conducting programs.* Champaign, IL: Human Kinetics.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2011). *Health education: Elementary and middle school applications* (7th ed.). New York, NY: McGraw-Hill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignment 1: **Health Project** (Course Objectives 1, 3-6) **100 pts.**

Students will work either collaboratively in small groups as they:
1. *Develop a health lesson plan (40 pts.)*
2. *Peer teach their lesson plan followed by peer and instructor feedback and discussions (30 pts.)*
3. *Reflect on the experience in the field (10 pts.)*
4. *Group contribution (peer evaluation and self reporting) (20 pts.)*

(See specific guidelines, rubrics, lesson plan template posted in D2L.)

This assignment will serve as an artifact for your professional portfolio. It will enable you to practice your teaching, receive feedback, generate a lesson plan, implement various teaching styles, and encourage your growth as a professional educator.

Assignment 2: **Physical Activity Project** (Course Objectives 1-4, 6) **50 pts.**

Components of this assignment will be completed independently:
1. *Physical Education class observation and reporting (10 pts.)*
2. *Physical activity lesson plan (40 pts.)*

(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

This assignment will encourage your lesson plan growth and teaching skills in an area other than the classroom. This assignment will also serve as a method to explore a comprehensive approach to the importance of physical activity, encourage the use of resources in the school, and create physical activity opportunities for students throughout the school day.

Assignment 3: **Energizer Activity** (Course Objectives 1, 3-6) **20 pts.**

Students are to teach a content specific/transitional Energizer to their peers in class (20 pts.) A detailed rubric, general outline format, and guidelines will be posted in D2L in the Energizer Learning Module.

This assignment will encourage physical activity breaks throughout the day while learning and exploring common core curricular (CCC) objectives.

Assignment 4: **On-line Quizzes** (Course Objectives 1-6) **100 pts.**

Students will be required to take on-line quizzes as designated by the instructor and indicated in the Course Outline. Quizzes will cover information from D2L, article readings, video clips and general information shared in class.

This assignment will reflect best practices in teaching health and physical activity content, while priming students for current issues and concerns exhibited in schools.

Assignment 5: **Live Binder or Equipment Project** (Course Objectives 3&6) **50 pts.**

Live Binder: Students will be setting up individual live binder site early in the semester where relevant information (lesson plans, lesson ideas, standards, websites etc.) will be saved for future reference. The specific live binder instructions will be provided in class. The live binder is in place of a hard copy resource guide.

Equipment Project: Students may choose to create their own physical activity equipment in lieu of the live binder assignment. The equipment should be homemade and/or store bought. It will be evaluated based on creativity, appeal, and durability. Specific guidelines will be provided in class.

This assignment will encourage use of the materials, content, and resources beyond the semester, enabling students to be fully equipped K-5 health, and physical activity integration specialists.

Assignment 6: **Professionalism** **60 pts.**

Students are expected to participate positively in class while exhibiting appropriate professional dispositions. Each incident of failure to participate in a positive manner or meet the following expectations throughout the semester will result in a 5 point deduction from the total participation grade. The instructor reserves the right to deduct points at their discretion. Cell phone use in class will imply a participation deduction and will be reflected in their professional disposition evaluation and/or a professional conference documented in their file.

Expectations include:

- Participating and actively interacting in all class activities (including but not limited to in-class discussion, active engagement during energizers, peer teaches, daily evaluation etc.);
- Attending every face-to-face class session;

- Punctuality. This includes arriving on time for class and returning from breaks in a timely manner; (Tardiness to class will not be tolerated, and will result in an overall point deduction).
- Dressing appropriately for physical activity including wearing proper footwear;
- Dressing professional for peer teaching experiences;
- Collaborating and working equitably with colleagues on projects;
- Turning in assignments on time;
- Treating colleagues and the instructor with respect both in and out of class;
- Demonstrating appropriate audience behaviors during lectures and presentations respecting those who are presenting or speaking by not engaging in other activities; and
- Eliminating interruptions including cell phones, pagers, laptop usage not related to class activities, etc. (University and class policy---NO CELL PHONE USAGE DURING CLASS)

This assignment will assist in the dissemination of knowledge, course content, while demonstrating effective teaching practices. It will also serve to encourage personal and professional growth, enabling our candidates as idyllic competitors for teaching positions.

Assignment 7: **CSPAP Analysis and Plan** **50 pts.**

Students are expected to gather data from their practicum field site with regards to the physical activity opportunities offered at their school. They will need to use the data to outline the facilitators and barriers to either: before/after school, classroom integration, staff engagement, recess, family/community engagement, or physical education. Students will also customize a comprehensive school physical activity plan (CSPAP) for their field site based on the school's facilitators.

This assignment will enable students to be proactive and solution minded when exploring their field site and its potential for additional physical activity opportunities. They will work with their cooperating teacher and physical education teacher to encourage collaborative partnerships (Strategic Imperative #3) and their professional growth as a physical activity specialist.

Assignment 8: **Exploration of Physical Activity Opportunities** **30 pts.**

Students will be required to explore physical activity opportunities utilized in K-5 schools at local, regional and national levels through research and observation. They will create a varied summary of opportunities in the following categories: before/after school programs, classroom integration, staff engagement, recess, family/community engagement, and quality physical education.

This document will be a resource guide for students to use as future educators and as a reference when serving on PTA, School Wellness committees, or other teams for the betterment of their future school and health of students.

Assignment Note:

Students are responsible for saving assignments submitted electronically as well as those returned hard copy. There will be no grade discrepancy discussion if the student cannot produce assignment artifacts. Assignments must also be appropriately submitted to the correct location (hard-copy, digital drop box, not emailed etc.), or points will be deducted at the instructor's discretion.

Evaluation Procedures

Assignment	Points	Assessment Tools	Submission Via	Type	Due Date
Health Project	100 pts.	Checklist & Rubrics	Hard-copy (lesson plan) & D2L	Small Groups & Individual	March 30 (All)
Physical Activity Project	50 pts.	Checklist & Rubrics	D2L	Individual	April 13 (Lesson Plan) April 20 (Observation)
Energizer Activity	20 pts.	Rubric	Hard-copy & D2L	Small Groups	Various
Online Quizzes	100 pts.	Objective assessments	D2L	Individual	2/17-2/24 3/9-3/16 4/20-4/25 2pm
Live Binder or Equipment	50 pts.	Checklist	Hard-copy (Equipment) or D2L (Live Binder)	Individual	4/13 (Equipment) 4/20 (Live Binder)
Professionalism	60 pts.	Checklists, Rubric & Instructor Observation	D2L	Individual	1/13 – 4/20
CSPAP Analysis & Plan	50 pts.	Rubric	D2L	Individual	4/20
Exploration of Physical Activity Opportunities	30 pts.	Rubric	D2L	Individual	4/20

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty.

Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Only one absence is permitted. There are no excused absences except for a documented medical need. Additionally, **20 points are deducted from the final course average, per each subsequent absence after one. Tardiness and leaving early (without the instructor's permission and discretion) will not be tolerated, and equates to a 10 point deduction per instance**.

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

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.
Extra Credit: Any extra credit for this course will be announced by the instructor in advance. Students should not expect or plan on extra credit.

Late Work: All assignments are due on the assigned date. Late assignments will not be accepted. Missed assessments cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches. Assignments must also be appropriately submitted to the correct location (hard-copy, digital drop box, not emailed etc.), or points will be deducted at the instructor's discretion.

Professional Conduct: Students are to follow the professional expectations outlined in the Professionalism/Participation Assignment in addition to general professional disposition expectations as discussed in class.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. No assignments will be accepted via MyUWG email. Assignments will be either brought hard copy to class or posted in D2L as designated by the instructor.

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

COE Writing Expectation and Rubric: Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity,

complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).

COE Writing Rubric	
1 = Unacceptable	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.
2 = Emerging, Needs Improvement	Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = Proficient	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = Exemplary	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary), there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

COURSE OUTLINE

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Completed i Class or Due
January 13 Week 1		Introductions/Expectations/Syllabus	
January 20 Week 2	Read Course Syllabus Read Georgia Health Standards Document pg. 7-12 Read Pre-K Standards pg. 1-2	**Topic:** Georgia Health Standards School Wellness Policy An Apple a Day Video	
January 27 Week 3	Read over Lesson Plan Format Explore websites for Health Lesson Ideas Review Georgia Health Standards Document pg. 21-69 to Determine Appropriate Content/Level	**Topic:** Constructing Effective Lesson Plans/Differentiation Health Project	Health Peer Teaching Schedu
February 3 Week 4		Live Binder Training in **Computer Lab in Coliseum** Equipment Project Energizers Professional Dispositions	Energizer Sign-Up
February 10 Week 5		**Topic:** Bullying, Emotional & Social Health	
February 17 Week 6	Review National Sexuality Education Standards Document pg. 12-36. **Peer-Led Energizer* **Peer-Led Health Lesson with Required Lesson Plan*	**Topic:** Family Life & Social/Emotional Wellness *Peer-Led Health Lesson*	Quiz One 2/17-2/24 2pm

February 24 Week 7		***Online Class – Nutrition***	
March 2 Week 8	**Peer-Led Energizer* **Peer-Led Health Lesson with Required Lesson Plan*	**Topic:** Childhood Obesity/Physical Activity *Peer-Led Health Lesson*	
March 9 Week 9	**Peer-Led Energizer* Read PU30 Article	*Comprehensive School Physical Activity* CSPAP Project	Quiz Two 3/9-3/16 2pm
March 16		***No Class – Spring Break***	
March 23 Week 10	Read "The Animal School" Read PU30 Article	**Topic:** Integrating Physical Activity & Academics Exploration of Physical Activity Opportunities Project	
March 30 Week 11	Read PU30 Article	**Topic:** Connecting Purposeful Movement with Curriculum Physical Activity Integration Project	
April 6 Week 13	**Peer-Led Energizer* Read PU30 Article	**Topic:** Physical Activity Breaks, Brain Gym	
April 13 Week 14	**Peer-Led Energizer* Read PU30 Article	Topic: Understanding Children's Needs and Readiness for Physical Activity; Recess	**Equipment Project Due** (Brin to my office after class) **All Physical Activity Integration Lesson Plans** (Due by 2pm in D2L)
April 20 Week 15	**Peer-Led Physical Activity Lesson Plan*	**Peer-Led Physical Activity Integration*	**Exploration of Physical Activities Opportunity Assignment Due** (Due by 2pm in D2L) Quiz Three 4/20-4/25 2pm **Live Binder Assignment Du** (Due by 2pm in D2L) **CSPAP Assignment Due** (Due by 2pm in D2L)

ECSE 3214: Exploratory Curriculum for Pre-K-5 Classrooms

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Telephone

Email

Online Support

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

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

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

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

Elementary Health & Physical Activity Wiki Site
http://elementaryhealthphysicalactivity.wiki.westga.edu/

COURSE DESCRIPTION
Prerequisite: Admission to Teacher Education.

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience.

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; Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), the American Association for Health, Physical Education, Recreation & Dance (AAHPERD), the National Sexuality Education Standards (NSES), The Common Core Georgia Performance Standards (CCGPS), and the Georgia Health and Physical Education, Dance, Music, Theatre Arts, and Visual Arts Performance Standards (GPS), are also incorporated as criteria against which candidates are measured.

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

COURSE OBJECTIVES

Students will:

1. Identify strategies for effective planning and teaching exploratory curriculum (fine arts, physical activity, and health). (Rink, 2010; Rink, Hall & Williams, 2010; Kovar et al., 2012; Cone, Werner & Cone, 2009; Wankleman & Wiggs, 2007; Graham, Holt-Hale, & Parker, 2007; Cornett 2010; Isenberg & Jalongo, 2010; Edwards, 2011; O'Brien, 2009); (Standards: ACEI 1- 3; INTASC 1-4 & 7-8); *(Conceptual Framework Descriptors; Knowledgeable, Empathetic, Adaptive, Leading, Decisive, Collaborative, Lifelong Learners & Culturally Sensitive).*

2. Identify common health disparities, risks, and developmental growth patterns among children, and describe strategies for maintenance of proper health, prevention of diseases, and meeting curricular standards;
(Telljohann, Symons & Pateman, 2009; Mayeski, 2009; Kovar et al., 2012); (Standards: ACEI 1-2, 4; INTASC 4 & 7 NHES 1, 3-7); *(Conceptual Framework Descriptors; Knowledgeable, Inquisitive, Decisive, Adaptive, Proactive, Leading, Culturally Sensitive & Empathetic).*

3. List and describe all components of a school wellness program including comprehensive physical activity and identify strategies for effective implementation; (Rink, Hall & Williams, 2010; NASPE, 2012, Telljohann, Symons & Pateman, 2009); (Standards: ACEI 2-3 & 5; INTASC 3 & 10; NHES 1-3 & 8); *(Conceptual Framework Descriptors; Knowledgeable, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive & Empathetic).*

4. Develop appropriate learning experiences for Pre-K-5 classrooms and develop a resource file of student learning activities; (Wankleman & Wiggs, 2007; Graham, Holt-Hale, & Parker, 2007; Cornett 2007); (Standards: ACEI 1 & 5; INTASC 1-5, 7-8); *(Conceptual Framework Descriptors: Knowledgeable, Proactive, Leading, Collaborative & Lifelong Learners).*

5. Demonstrate knowledge of appropriate adaptations and supports to ensure participation of children with disabilities in drama, art, music, physical activity, and health activities (Rapp, & Arndt, 2012); (Standards: ACEI 1-3; INTASC 1-5 & 7-8); *(Conceptual*

Framework Descriptors; Knowledgeable, Reflective, Empathetic, Adaptive, Decisive, Collaborative, & Culturally Sensitive).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s): Crawford, Linda. (2004). *Lively Learning Using The Arts to Teach the K-8 Curriculum.* Northeast Foundation for Children, Inc.

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe.
For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Course References:

Anspaugh, D. J., & Ezell, G. (2012). *Teaching today's health.* (10th ed.). San Francisco, CA: Pearson/Benjamin Cummings.

Baldwin, P., & Fleming, K. (2003). *Teaching literacy through drama: Creative approaches*. New York, NY: Routledge/Falmer.

Blecher, S., & Jaffee, K. (2007). *Weaving in the arts. Portsmouth, NH: Heinemann.*

Bloomfield, A. (2000). *Teaching integrated arts in the primary school: Dance, drama, music, and the visual arts.* UK: David Fulton Publishers.

Bruess, C. E., & Greenberg, J. S. (2013). *Sexuality education: Theory and practice.* (6th ed.). Sudbury, MA: Jones and Bartlett.

Cornett, C. E. (2010). *Creating meaning through literature and the arts: An integration resource for classroom teachers* (4th edition). Columbus, OH: Prentice Hall.

Eisner, Elliott W., (2002). *The Arts and the Creation of Mind.* Harrisonburg, VA: R.R. Donnelly & Sons.

Gilbert, G. G., & Sawyer, R. G. (2009). *Health education: Creating strategies for school and community health* (3rd ed.). Sudbury, MA: Jones and Bartlett.

Goldberg, M. (2005). *Integrating the arts: An approach to teaching and learning in multicultural and multilingual settings.* (3rd ed.). New York, NY: Allyn & Bacon.

Graham, G., Holt/Hale, S., & Parker, M. (2012). *Children moving.* (9th ed.). Upper Saddle River, NJ: McGraw-Hill.

Jensen, E. (2000). *Learning with the body in mind.* Thousand Oaks, CA: Corwin Press.

Kovar., S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2012). *Elementary classroom teachers as movement educators* (4th ed.). New York, NY: McGraw-Hill.

Lengel, T., & Kuczala, M. (2010). *The kinesthetic classroom: Teaching and learning through movement.* Thousand Oaks, CA: Corwin Press.

Mayesky, M. (2009). *Creative activities for young children.* (9th ed.). Albany, NY: Delmar.

Meeks, L., & Heit, P. (2012). *Totally awesome strategies for teaching health* (8th ed.). New York, NY: McGraw-Hill.

Merrian, M., & Rubin, J. (2012). *Creative approaches to elementary education.* Portsmouth, NH: Heinemann.

Nelson, G. D. (2006). *Breaking the learning barrier for underachieving students.* Thousand Oaks, CA: Corwin Press.

Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). *Promoting physical activity & health in the classroom.* San Francisco, CA: Pearson/Benjamin Cummings.

Rink, J. E., Hall, T. J., & Williams, L. H. (2010). *Schoolwide physical activity: A comprehensive guide to designing and conducting programs.* Champaign, IL: Human Kinetics.

Schirrmacher, R. (2008). *Art and creative development for young children.* (6th ed.). Albany, NY: Delmar.

Schneider, J. J., Crumpler, T. P. & Rogers, T. (2006). *Process drama and multiple literacies: Addressing social, cultural, and ethical issues.* Portsmouth, NH: Heinemann.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2011). *Health education: Elementary and middle school applications* (7th ed.). New York, NY: McGraw-Hill.

Tibbett, T. (2004). *Listen to learn: Using American music to teach language arts and social studies.* San Francisco, CA: Jossey-Bass.

Electronic References:

Active Academics: www.activeacademics.org
Activity Breaks: http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_455767.pdf
Adventure to Fitness: www.adventuretofitness.com
Art Education Discussions: www.artsednet.getty.edu
Art Projects: http://www.pacificnet.net/mandel/The Arts.html
Art on the Net: http://www.artsedge.kennedy-center.org/artsedge.html
ArtsEdNet: http://artsednet.getty.edu/
Art Gopher/LC Marvel: gopher://marvel.loc.gov:70/11/global/arts
Art Serve: http://rubens.anu.edu.au
Body and Grace American Ballet Theatre: http://www.i3tele.com/photo
Brain Breaks: http://www.emc.cmich.edu/BrainBreaks/2005/TOC.htm#ALL SUBJECTS
Brain Gym: www.braingym.org

Circus Fit: http://www.circusfit.com/?skipIntro=true
Dance: http://www.cs.fsu.edu/projects/group4/dance.html
Energizers: http://www.eatsmartmovemorenc.com/Energizers/Elementary.html
Expo World Wide Expedition: http://sunsite.unc.edu/expo/ticket office.html
Fish Philosophy: www.fishforschools.com
Global Show and Tell: http://www.manymedia.com/show-n-tell/
Global Student Art Exhibit: http://www.botfri.se
Go Noodle: www.gonoodle.com
Head Start/Body Start: http://www.aahperd.org/headstartbodystart/activityresources/
Homemade Equipment: http://www.pecentral.org/preschool/prekhomemadeequipmentmenu.html
International Kids Space: http://www.plaza.interport.net/kids space/
Just a Minute (JAM): http://www.healthetips.com/jam-program.php
Let's Move Active Schools: http://www.letsmoveschools.org
Metropolitan Museum of Art: http://www.metmuseum.org/
Move to Learn: www.movetolearnms.org
Music Educator's Homepage: http://www.athena.athenet.net/~wslow/index.html
Music Educator's Online: http://geocities.com/Athens/2405/index.html
National Museum of Art Gopher: http://www.nmaa.si.edu/home.html
Nutrition Education: www.choosemyplate.gov
PBS Kids Food Advertising: http://pbskids.org/dontbuyit/advertisingtricks/
Peaceful Playgrounds: www.peacefulplaygrounds.com
Recess Before Lunch: http://www.peacefulplaygrounds.com/recess-before-lunch/
Resources for Music Educators: http://www.ed.uiuc.edu/edpsy-387/tina-scott/project/home
Sexuality Education by State: http://www.abstinenceworks.org/what-about-my-state-mainmenu-90
Smithsonian Web Server: http://www.si.edu
Strong 4 Life: www.strong4life.com
Take 10!: www.take10.net
Web Museum of Paris: http://www.sunsite.unc.edu/louvre/
World Art Treasures: http://www.epfl.ch/BERGER/index.html
World Wide Art Resources: http://www.wwar.com/
World Wide Web Virtual Library Museum Pages:
http://www.comlab.ox.ac.uk/archive/other/museums.html
WWW of Music: http://www.american.recordings.com/wwwofmusic/indes.html

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

Attendance: Only one absence is allowed. ONE absence may be excused with proper documentation (doctor's note, university event, funeral program). Additionally, 5 points are deducted from the final

course average, per each subsequent absence after one. Two incidents of leaving class early and/or arriving to class late and/or leaving class excessively constitutes one unexcused absence. Students needing to leave class early need to make the instructor aware of this need prior to the start of class.

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

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

Extra Credit: Any extra credit for this course will be announced by the instructor in advance. Students should not expect or plan on extra credit.

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

Professional Conduct: Students are to follow the professional expectations outlined in the Professionalism/Participation Assignments as well as the COE Professional Disposition Rubric.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. No assignments will be accepted via MyUWG email. Assignments will be either brought hard copy to class or posted in D2L as designated by the instructor.

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

Written Format Policy: All submitted assignments are to be typed with double-spaced lines, 12-point font, and one-inch margin around the page. Typed assignments should be stapled at the upper left hand corner and NOT submitted in folders or jackets. Written expression is an important aspect of working with children and families as a literate teacher role model. Errors in written expression (spelling and/or grammar) will result in a reduction of points on assignments.

COE Writing Expectation and Rubric: Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).

COE Writing Rubric	
1 = Unacceptable	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.
2 = Emerging, Needs Improvement	Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is somewhat disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not ma sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), gramma spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = Proficient	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = Exemplary	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization & appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Integrated Lesson Plans**: Students will create two lesson plans using core curriculum and Georgia content standards; Language Arts, Social Studies, Science, or Math, and integrating a fine arts activity (music, visual arts, drama, or dance). An additional lesson plan will be created using health and/or physical activity integration. These lesson plans will be taught in the field and require a reflection for each experience *(Course Objectives: 1-3).*

2. **Curriculum Resource File:** Students will locate and upload various activities and resources for Pre-K-5 grade levels for Reading, Language Arts, Math, Science, and Social Studies that incorporate exploratory curriculum; music, visual arts, drama, dance, physical activity, and health. Students will need to use the required template, and have the appropriate number of resources *(Course Objectives: 2-5).*

3. **Content Evaluation/Discussion Responses:** Students will be required to participate in weekly online discussion boards, and complete content evaluation assignments; quizzes, recess observation, and a content specific energizer peer teaching experience *(Course Objectives: 1-5).*

4. **Exploration of Physical Activity Opportunities:** Students will be required to explore physical activity opportunities utilized in K-5 schools at local, regional and

national levels through research and observation. They will create a varied summary of opportunities in the following categories: before/after school programs, classroom integration, staff engagement, recess, family/community engagement, and quality physical education *(Course Objective: 3)*

5. **Energizer:** Students are require to teach a content specific/transitional energizer to their peers in class. This assignment will demonstrate seamless integration of physical activity within the school day and within embedded curriculum *(Course Objective 1 & 5).*

Assignment	Points	Assessment Tools	Type
Integrated Lesson Plans	100 pts. (40%)	Rubrics	Individual
Curriculum Resource Notebook	50 pts. (20%)	Rubrics	Individual
Content Evaluation & Discussion Responses	100 pts. (40%)	Rubrics	Individual & Small Groups
Exploration of Physical Activity Opportunities	40 pts. (15%)	Rubrics	Individual
Energizer	10 pts. (5%)	Rubric	Small Group

* Students must earn an 80% or higher competency on all highlights assignments to be eligible for the Power Up 30 certificate.

GRADING

A:	90-100%	270-300 points
B:	80-89%	240-269
C:	70-79%	210-239
D:	60-69%	180-209
F:	below 60%	179 and below

CLASS OUTLINE

Class Session	To Prepare For Class	Class Activities/Topics
1		Introductions/Expectations/Syllabus
2		**Health & Physical Activity Topics:** Georgia Health Standards & Energizers
3		**Topics:** Social Health, Bullying & Sexuality
4	**Peer-Led Energizer*	**Topic:** Substance Abuse & Nutrition
5	**Peer-Led Energizer*	**Topic:** Childhood Obesity
6	**Peer-Led Energizer*	**Topic:** Integrating Physical Activity & Academics
7	**Peer-Led Energizer*	**Topic:** Children's Needs and Readiness for Physical Activity; Recess
8	**Peer-Led Energizer*	**Fine Arts Topics :** Discussion & Chapters 1-2
9	**Peer-Led Energizer*	**Topic :** Discussion & Chapters 3-4
10	**Peer-Led Energizer*	**Topic :** Discussion & Chapters 5-7
11	**Peer-Led Energizer*	**Topic :** Discussion & Chapters 9-10
12	**Peer-Led Energizer*	**Topic** : Discussion & Chapter 11
13	**Peer-Led Energizer*	**Topic :** Discussion & Chapter 12
14		**Topic** : Discussion & Chapter 13
15		**Topic** : Discussion & Chapter 14

Program View (Read-Only)

Attachments
Current File: Minor in Sport Management addendum rev6-31-16.docx

Originator

College	Department	Originator
College of Education	Sport Management, Wellness, and Physical Education	Henderson, Markesha

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | (•) Add New Program

Modifications
Program Name | Program Description | Degree Name | See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College	Department
College of Education	Sport Management, Wellness, and Physical Education

Program Name	Program Location	Degree Level
Sport Management	On Campus	Undergraduate

Degree Name	Effective Semester/Year	
Minor in Sport Management	Spring	2017

Modification Details
(Max 4000 characters)

Rationale
Sport Management is an interdisciplinary field of study that attracts students with a variety of professional interests. The program often fields requests from students in other majors seeking permission to enroll in courses for elective credit. A minor in Sport Management would allow students in other fields access to coursework to supplement their major studies and provide industry-specific instruction not currently available in their home programs.

The proposal for a new minor does not include or require new course offerings. The Sport Management Program would open current course offerings 3000-level and above to students interested in this field of study. To qualify, students would need to complete the prerequisite course, SPMG 2600 Introduction to Sport Management, with a grade of C or better and achieve a GPA of 2.0 or higher. Several UWG programs already require a minor and other programs have electives built into the curriculum that will make a minor feasible without impeding progress toward degree.

The proposal for a Minor in Sport Management is aligned with UWG Strategic Imperative 2A - Assure that all academic programs have the capacity to transform lives and address the needs of the region, state and beyond. The sport industry is a $1.5 trillion industry that spans multiple sectors. The creation of a Minor in Sport Management allows students in other disciplines to receive the training necessary to apply their knowledge to address global challenges on the sport landscape.

(Max 4000 characters)

Attachments
Current File: Minor in Sport Management addendum rev6-31-16.docx

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

Please see attached addendum which includes specific information on other majors offered at UWG that pair well with a Sport Management Minor and a description of the courses that would fulfill the proposed requirements.

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2016-09-01]
Associate Dean, College of Education

Brian Mosier [APPROVED 2016-08-30]
Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Rationale:

Sport Management is an interdisciplinary field of study that attracts students with a variety of professional interests. Some examples include:

- Interscholastic and Intercollegiate athletics
- Marketing and Event Management
- Recreation and Club Sport
- Athlete Representation and Scouting
- Athletic Administration and Management
- Facility Operations
- Non-profit Administration
- Fitness and Sport Medicine
- Coaching

The sport industry is a $1.5 trillion industry that intersects many facets of society. Consequently, the Sport Management Program has the ability to appeal to other majors who would like to expand their study to areas involving sport. A minor in Sport Management would allow students in other fields of study access to coursework to supplement their major studies and provide industry-specific instruction not currently available in their home programs.

Compatible Majors

The Sport Management Program often receives requests from students in other majors seeking permission to enroll in courses for elective credit. Efforts would be made to specifically market a Sport Management Minor to certain students majoring in related disciplines. Considering the SPMG course offerings and industry trends, listed below are some compatible majors offered at UWG that would pair well with a Sport Management Minor:

- Accounting
- Biology
- Business Administration
- Computer Science
- Economics
- Health and Community Wellness
- Management
- Marketing
- Mass Communications
- Organizational Leadership
- Physical Education
- Psychology
- Sociology

Proposed Requirements:

A minor in Sport Management would require a total of 15 credit hours in SPMG courses. To qualify, students must complete the pre-requisite course SPMG 2600 with a grade of C or better. After fulfilling the prerequisite requirement, the student must select 4 SPMG elective courses level 3000 or above and maintain a minor GPA of 2.0 or better.

Coursework Eligible to Fulfill the Requirement:

SPMG 3660 – Managerial Ethics and Governance in Sport
SPMG 3661 – Sociology in Sport
SPMG 3662 - Management and Leadership in Sport Organizations
SPMG 3663 – Sport Facility and Event Management
SPMG 3664 – Economics and Finance in Sport
SPMG 3665 – Communication in Sport
SPMG 4665 – Sport Marketing and Promotion
SPMG 4667 – Legal Issues for Sport Management
SPMG 4668 – Human Resource Management in Sport
SPMG 4670 – Practicum
SPMG 4680 – Applied Research Methods in Sport Management
SPMG 4685 – Special Topics in Sport Management

SPMG 3660 – Managerial Ethics and Governance in Sport
Students in this course will examine ethics and governance of sport organizations within the context of the managerial function. Students discuss various ethical theories, develop a framework for ethical decision-making, and have the opportunity to apply their decision-making framework to important sport industry issues. Students will also examine various governing agencies of sport and how these organizations impact managerial decision-making through policy development and implementation.

SPMG 3661 – Sociology in Sport
This course provides a study of the sociological aspects of sport, athletics, and recreation in the American culture.

SPMG 3662 - Management and Leadership in Sport Organizations
This course emphasizes the management component of sport management. More specifically, the course will focus on means of improving performance within sports organizations. Several areas will be discussed to that effect, such as developing goals, making decisions, strategic planning, leadership, and human resource management.

SPMG 3663 – Sport Facility and Event Management
This course is designed to develop student understanding and competencies necessary regarding designing, planning, and controlling of sport facilities and sport event logistics. Topics include: scheduling the sport facility, planning and scheduling of sport events, box office management, security and supervision of facility events, safety and medical services, housekeeping and maintenance, concessions and merchandise, risk management and insurance, media marketing of sport events, sponsorship of and hospitality at sport events, and assessment of the sport event.

SPMG 3664 – Economics and Finance in Sport

This course examines traditional and innovative methods of revenue acquisition and financial management in sports organizations. In addition, it examines the broader economic impact and implications in sport in society.

SPMG 3665 – Communication in Sport
This course is designed to serve as an introductory class in public and media relations for students in sport administration, including the presentation of principles, standards, and guidelines in sport public relations and information systems involved in sport information management. Information technology and its role in sport will be covered. Throughout the course the concepts of public relations within sport and leisure organizations will be examined and applied to sport.

SPMG 4665 – Sport Marketing and Promotion
Designed to provide students with a basic understanding of sports promotion and marketing. Fundamental marketing and promotional principles are emphasized as they relate to sports.

SPMG 4667 – Legal Issues for Sport Management
Examination of major legal issues in sport management. Emphasis on providing legally sound programs that reduce risk of litigation.

SPMG 4668 – Human Resource Management in Sport
An overview of human resource management, examining the techniques, policies, processes, strategies, and practices used by sport managers and organizations to utilize human resources effectively and efficiently. This includes topics such as equal employment opportunity, staffing, performance appraisal, compensation management, training and development, work life quality, health/safety, and labor-management relations.

SPMG 4670 – Practicum
Field experiences yield the necessity of receiving direction, undertaking responsibility, and demonstrating competence by applying theory learned from course work. It allows the student to complete a partial fulfillment in their degree program, and will help them discover career options and confirm career choices.

SPMG 4680 – Applied Research Methods in Sport Management
This course introduces students to the concepts and process of research. Both quantitative and qualitative methodologies are discussed. Students will become informed consumers of research and thus develop an understanding of how to integrate research into decision making. Students will develop skills to conduct their own research related to the operation of sport organizations.

SPMG 4685 – Special Topics in Sport Management
This course provides the opportunity to offer course content and topics that may not be covered by other course titles. Titles and descriptions of specific courses will be identified at the time of offering. The course may be repeated for credit.

Course View (Read Only)

Attachments
Current File: CMWL 3101 Mental and Emotional Wellness Syllabus.pdf

Originator

Sport Management, Wellness, and Pl	College of Education	Stewart, Bridgette
Department	College	Originator

What would you like to do?
(•) Add New Course ( ) Modify Existing Course ( ) Delete Existing Course

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

Shared Governance Process
Senate Action Item (See Procedure)

Course Details

CMWL	3101	Mental and Emotional Wellness
Prefix	Number	Course Title

Prerequisite: This course is restricted to CMWL majors. An introduction to the role of mental and emotional health in overall well-being. Emphasis is placed on research and practice related to improving mental health and emotional well-being. In addition, barriers to improving mental health are explored at the individual, community, and societal levels. Students are expected to establish and pursue personal goals related to improving emotional health and demonstrate a thorough understanding of the relationship between mental and emotional health and the other pillars of healthful living. Students will also examine common behavioral strategies with regard to substance use and abuse and its management and the use of alternative remedies for physical, mental and emotional dependencies and addictions.
Course Catalog Description

3	0	3	Spring - 2017	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
CMWL 3101 Mental and Emotional Wellness was created to meet the National Wellness Institute's standards based upon the recommendation from an external review. The National Wellness Institute (NWI) was formed to realize the mission of providing health promotion and wellness professionals resources and services that fuel professional and personal growth. All course objectives created for this course are measurable and assessable.

Planning Info

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

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

Present or Projected Annual Enrollment: 100

Comments

Attachments

Current File: CMWL 3101 Mental and Emotional Wellness Syllabus.pdf

College Approvals

Brian Mosier [APPROVED 2016-06-10]
Chair, Course Department

Laura Smith [APPROVED 2016-07-05]
Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Mental and Emotional Wellness
CMWL 3101

Semester Hours	3
Semester / Year	Spring 2017
Instructor	
Office Location	
Office Hours	
Phone	
E-mail	
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

Prerequisite: Health and Community Wellness Admission (CMWL)

An introduction to the role of mental and emotional health in overall well-being. Emphasis is

placed on research and practice related to improving mental health and emotional well-being. In addition, barriers to improving mental health are explored at the individual, community, and societal levels. Students are expected to establish and pursue personal goals related to improving emotional health and demonstrate a thorough understanding of the relationship between mental and emotional health and the other pillars of healthful living. Students will also examine common behavioral strategies with regard to substance use and abuse and its management and the use of alternative remedies for physical, mental and emotional dependencies and addictions.

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APPROACHES TO INSTRUCTION

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

This course will be delivered as a hybrid course, with lectures and class opportunities taking place in both face-to-face and online formats. This requires the online equivalent of 1,125 minutes of instruction (seat-time) and an additional 2,250 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	350 minutes
Audio/video instruction	400 minutes
Online assignments	375 minutes

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

COURSE OBJECTIVES

Students will:

1. evaluate personal choices and decisions based upon the synthesis of feelings, thoughts, philosophies, and behavior and interpret how their results affects their well-being (Newport, 2007);

2. identify characteristics of personality that are risk factors for disease and ill health and those that are protective factors for health (El-Rayes, 2011);

3. examine evidence-based mental health intervention strategies and programs and the appropriate ways a health and wellness professional can implement such strategies and programs to improve an individual's well-being (Vandiver, 2009);

4. describe protective factors that promote and encourage positive mental and emotional wellness through community collaboration and strategies (Vandiver, 2009);

5. examine the characteristics of forming interdependent relationships with others based upon a foundation of mutual commitment, trust and respect (Newport, 2007);

6. identify characteristics and intervention strategies of emotional eating patterns and how health and wellness professionals can best intercede in assisting the individual and support system (Newport, 2007);

7. examine multiple coping mechanisms and strategies for improving coping skills to improve overall well-being (El-Rayes, 2011);

8. examine motivations behind drug abuse and implications of this problem on individual and community well-being (Vandiver, 2009).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:

Vandiver, V. (2009). *Integrating health promotion and mental health: An introduction to policy, principles, and practice*. Oxford University Press.

Additional References:

El-Rayes, H. (2011). *Mental wellness: A spiritual journey*. Greenview Publishing.

Newport, J. (2007). *Emotional wellness: Transforming fear, anger, and jealousy into creative energy*. Harmony Books.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Assignments:

1. Exam – Students will take one cumulative final exam that covers all assigned readings, teacher and student presentations, and in-class discussions. 100 points. (Course Objectives 1-8).

2. Quizzes and In-Class Assessments – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester. 100 points. (Course Objectives 1-8).

3. Project – Students will complete and submit one culminating class project. The project will be presented to the class. 100 points. More information will be provided in class. (Course Objectives 1-8).

Evaluation Procedures:

Assignment	Points	Assessment Tools	Submit via	Due Date
1. Exam	100 points	Answer Sheet	TBA	TBA
2. Quizzes	100 points	Answer Sheets	TBA	TBA
3. Project	100 points	Rubrics	TBA	TBA

Grading Policy

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59% or less = F

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Attendance: You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

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

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CLASS OUTLINE

Semester Topics

Week	Topic
Week 1	The Mechanics of the mind and spirit
Week 2	Pursuing wellness through mental health systems reform
Week 3	Evidence-based mental and emotional health for health promotion practice
Week 4	Connecting health promotion principles to mental/emotional health policies and programs
Week 5	Using health promotion principles to guide clinical and community-based mental health assessments
Week 6	Anxiety and depression
Week 7	Mental and emotional health intervention programs
Week 8	Happiness and wellness
Week 9	Life meaning and purpose
Week 10	Emotional eating
Week 11	Coping 101
Week 12	Understanding the Nature of Emotions
Week 13	Substance Use and Abuse
Week 14	Emotional Wellness: Reclaiming Our Inner Harmony
Week 15	Watchfulness: The Key to Transformation

Course View (Read Only)

Attachments
Current File: CMWL 4000 Exercise and Wellness Programming for Special Populations Syllabus.pdf

Originator

Sport Management, Wellness, and Pl	College of Education	Stewart, Bridgette
Department	College	Originator

What would you like to do?
(•) Add New Course ( ) Modify Existing Course ( ) Delete Existing Course

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

Shared Governance Process
Senate Action Item (See Procedure)

Course Details

CMWL	4000	Exercise and Wellness Programming for Special Popula
Prefix	Number	Course Title

Prerequisite: This course is restricted to CMWL majors. Issues related to the appropriation of health interventions (specific physical activity and/or exercise programs) for special populations, including, but not limited to: older adults, children, obesity, diabetes, CVD, cancer, anxiety, depression, osteoporosis, multiple sclerosis, COPD, HIV, organ transplant, PAD, arthritis and musculoskeletal injuries. Evidence-based, advanced programming methods and population-specific considerations will be discussed. ACSM's Exercise is Medicine initiative will be a focal point for this course.

Course Catalog Description

3	0	3	Spring - 2017	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
CMWL 4000 Exercise and Wellness Programming for Special Populations was created to meet the National Wellness Institute's standards based upon the recommendation from an external review. The National Wellness Institute (NWI) was formed to realize the mission of providing health promotion and wellness professionals resources and services that fuel professional and personal growth. All course objectives created for this course are measurable and assessable.

Planning Info

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

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

Present or Projected Annual Enrollment: 100

Comments

Attachments

Current File: CMWL 4000 Exercise and Wellness Programming for Special Populations Syllabus.pdf

College Approvals

Brian Mosier [APPROVED 2016-06-10]
Chair, Course Department

Laura Smith [APPROVED 2016-07-05]
Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Exercise and Wellness Programming for Special Populations
CMWL 4000

Semester Hours	3
Semester / Year	Spring 2017
Instructor	
Office Location	
Office Hours	
Phone	
E-mail	
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

Prerequisite: Health and Community Wellness Admission (CMWL)

Issues related to the appropriation of health interventions (specific physical activity and/or exercise programs) for special populations, including, but not limited to: older adults, children, obesity, diabetes, CVD, cancer, anxiety, depression, osteoporosis, multiple sclerosis, COPD, HIV, organ transplant, PAD, arthritis and musculoskeletal injuries. Evidence-based, advanced programming methods and population-specific considerations will be discussed. ACSM's Exercise is Medicine initiative will be a focal point for this course.

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APPROACHES TO INSTRUCTION

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

This course will be delivered as a face to face course, with lectures and class opportunities taking place in the classroom.

COURSE OBJECTIVES

Students will:

1. describe the Exercise is Medicine initiative and evidence-based guidelines (ACSM, 2009);

2. evaluate institutionalizing physical activity assessments and prescription into global healthcare systems (Kohl & Murray, 2012);

3. develop exercise programs for numerous acute and chronic conditions including, but not limited to hypertension, diabetes, anxiety and depression, asthma, respiratory issues and cancer (ACSM, 2009; Ratey, 2008);

4. explain how to work collaboratively with healthcare providers and allied health professionals on client referrals and exercise prescription (ACSM, 2009);

5. determine appropriate exercise test for numerous acute and chronic conditions (ACSM, 2014; Nieman, 2010);

6. identify various ways to track client data and how to report that data back to the healthcare provider (ACSM, 2009; Kohl & Murray, 2012);

7. examine how the Exercise is Medicine initiative can meet the demand for engagement in interventions created by the Population Health Management (PHM) care model and Patient-Centered Medical Home (PCMH) approach to coordinated care (ACSM, 2009).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:

American College of Sports Medicine (2009). ACSM's exercise management for persons with *chronic diseases and disabilities* (3rd ed.). Human Kinetics.

Additional References:

American College of Sports Medicine (2014). ACSM's *guidelines for exercise testing and prescription* (9th ed.). Lippincott, Williams & Williams.

Kohl, H. & Murray, T (2012). *Foundations of physical activity and public health*. Human Kinetics.

Nieman, D. (2010). *Exercise testing and prescription: A health-related approach* (7th ed.). McGraw-Hill.

Ratey, J (2008). *SPARK: The revolutionary new science of exercise and the brain*. Little, Brown and Company.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Assignments:

1. Exam – Students will take one cumulative final exam that covers all assigned readings, teacher and student presentations, and in-class discussions. 100 points. (Course Objectives 1-7).

2. Quizzes and In-Class Assessments – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester. 100 points. (Course Objectives 1-7).

3. Project – Students will complete and submit one culminating class project. The project will be presented to the class. 100 points. More information will be provided in class. (Course Objectives 1-7).

Evaluation Procedures:

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1. Exam	100 points	Answer Sheet	TBA	TBA
2. Quizzes	100 points	Answer Sheets	TBA	TBA
3. Project	100 points	Rubrics	TBA	TBA

Grading Policy

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70-79% = C
60-69% = D
59% or less = F

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CLASS OUTLINE

Semester Topics

Week	Topic
Week 1	Approach to Exercise and Disease Management
Week 2	Exercise is Medicine Initiative
Week 3	Exercise Professional and Healthcare Provider Connection
Week 4	Managing Exercise in Persons with Multiple Chronic Conditions
Week 5	Physical Activity for Children and Adolescents
Week 6	Cardiovascular Diseases
Week 7	Cardiovascular Diseases continued
Week 8	Pulmonary Diseases
Week 9	Pulmonary Diseases continued
Week 10	Metabolic Diseases
Week 11	Metabolic Diseases continued
Week 12	Immunological and Hematological Diseases
Week 13	Orthopedic Diseases and Disabilities
Week 14	Neuromuscular Disorders
Week 15	Cognitive, Psychological, and Sensory Disorders

Course View (Read Only)

Attachments
Current File: CMWL 4101 Worksite Welless Programs.pdf

Originator

Sport Management, Wellness, and Pl	College of Education	Stewart, Bridgette
Department	College	Originator

What would you like to do?
(•) Add New Course ( ) Modify Existing Course ( ) Delete Existing Course

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

Shared Governance Process
Senate Action Item (See Procedure)

Course Details

CMWL	4101	Worksite Wellness Programs
Prefix	Number	Course Title

Prerequisite: This course is restricted to CMWL majors. An introduction to the principles and practices in workplace wellness. Emphasis is placed on understanding and development of a comprehensive framework for improving employee health and productivity. Students explore the evidence base for ensuring program efficacy and maximizing return on investment. Case studies provide opportunities to understand the range of effective programs and value of needs assessment, support of top management, employee education and behavioral health support, change in organizational culture, and ongoing evaluation and program improvement.

Course Catalog Description

3	0	3	Spring - 2017	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
CMWL 4101 Worksite Wellness Programs was created to meet the National Wellness Institute's standards based upon the recommendation from an external review. The National Wellness Institute (NWI) was formed to realize the mission of providing health promotion and wellness professionals resources and services that fuel professional and personal growth. All course objectives created for this course are measurable and assessable.

Planning Info

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

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

Present or Projected Annual Enrollment: 100

Comments

Attachments

Current File: CMWL 4101 Worksite Welless Programs.pdf

College Approvals

Brian Mosier [APPROVED 2016-06-10]
Chair, Course Department

Laura Smith [APPROVED 2016-07-05]
Associate Dean, College of Education

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Worksite Wellness Programs
CMWL 4101

Semester Hours	3
Semester / Year	Spring 2017
Instructor	
Office Location	
Office Hours	
Phone	
E-mail	
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

Prerequisite: Health and Community Wellness Admission (CMWL)

An introduction to the principles and practices in workplace wellness. Emphasis is placed on understanding and development of a comprehensive framework for improving employee health and productivity. Students explore the evidence base for ensuring program efficacy and maximizing return on investment. Case studies provide opportunities to understand the range of effective programs and value of needs assessment, support of top management, employee education and behavioral health support, change in organizational culture, and ongoing evaluation and program improvement.

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APPROACHES TO INSTRUCTION

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

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Activity	Instructional Equivalent
Discussion posts	350 minutes
Audio/video instruction	400 minutes
Online assignments	375 minutes

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

COURSE OBJECTIVES

Students will:

1. describe the importance of needs assessment to determine the potential for worksite wellness programs (Chenoweth, 2011);

2. examine the benefits of health promotion programs in the workplace (ACSM, 2009);

3. describe potential savings in health care costs from worksite health promotion (Chenoweth, 2011);

4. examine strategies to engage employees in worksite health promotion (Gantner, 2012);

5. develop written communication to rationalize worksite promotion to administration (Putnam, 2015);

6. examine behavior change theories in the worksite setting (Gantner, 2012);

7. describe effective worksite health promotion design and implementation (Chenoweth, 2011).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:

Chenoweth, D (2011). *Worksite health promotion*. (3rd ed.). Human Kinetics

Additional References:

American College of Sports Medicine (2009). *Worksite health handbook* (2nd ed.). Human Kinetics

Gantner, R (2012). *Workplace wellness: Performance with a purpose*. Well Works Publishing, LLC.

Putnam, L (2015). *Workplace wellness that works: 10 steps to infuse well-being and vitality into any organization*. Wiley Publishing.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Assignments:

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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: You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

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

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.

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

CLASS OUTLINE

Semester Topics

Week	Topic
Week 1	The Case for Worksite Health Promotion
Week 2	Health Cost and Health Promotion
Week 3	Determining Employees' Needs and Interest
Week 4	Preparing Program Goals
Week 5	Establishing Healthy Lifestyle Programs
Week 6	Funding and Resource Considerations
Week 7	Building a Healthy Worksite Environment
Week 8	Promoting and Launching Worksite Programs
Week 9	Evaluating Health Promotion Efforts
Week 10	Program Stakeholders
Week 11	Managing Risk and Liability
Week 12	Evaluating Health Promotion Efforts
Week 13	Overcoming Challenges of Company Size
Week 14	Building a Career in Worksite Wellness
Week 15	Final Project

Program View (Read-Only)

Originator

College	Department	Originator
College of Social Sciences	Mass Communications Department	Yates, Bradford

What would you like to do?

○ Add New Track/Concentration ◉ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College	Existing Program (as shown in the DMA)	Track or Concentration
College of Social Sciences	Bachelor of Science with a Major in Mass Communications	Public Relations

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)	Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)	Program Location	Degree Level
Bachelor of Science with a Major in Mass Communications	Public Relations	On Campus	Undergraduate

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)	Effective Semester/Year	
Bachelor of Science	Spring	2017

Modification Details

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Change the language for major electives so that students may take no more
than 12 credit hours of upper-level COMM courses as electives. The
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under the Electives requirements.)

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18-21
Must be 3000-4000 level COMM courses or approved courses from list below.
A maximum of 12 credit hours may be COMM Courses
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Complete 21 credit hours if minor = 15 credit hours.
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(Max 4000 characters)

Rationale

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(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to clenks@westga.edu

Check all that apply to this program

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☐ Program deactivation
- ☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

Camilla Gant [APPROVED 2016-09-21]
Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2016-10-31]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College	Department	Originator
College of Social Sciences	Mass Communications Department	Yates, Bradford

What would you like to do?

○ Add New Track/Concentration ◉ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College	Existing Program (as shown in the DMA)	Track or Concentration
College of Social Sciences	Bachelor of Science with a Major in Mass Communications	Convergence Journalism

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)	Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)	Program Location	Degree Level
Bachelor of Science with a Major in Mass Communications	Convergence Journalism	On Campus	Undergraduate

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)	Effective Semester/Year	
Bachelor of Science	Spring	2017

Modification Details

```
Change the language for major electives so that students may take no more
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(Max 4000 characters)

SACSCOC Substantive Change

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Check all that apply to this program

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- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☐ Program deactivation
- ☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

Camilla Gant [APPROVED 2016-09-21]
Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2016-10-31]
Coordinator, COSS Executive Committee

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College	Department	Originator
College of Social Sciences	Mass Communications Department	Kay, Deon

What would you like to do?

(•) Modify Existing Program

Modifications

[x] Program Description

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College	Existing Program (as shown in the DMA)	Track or Concentration
College of Social Sciences	Bachelor of Science with a Major in Mass Communications	Film & Video Production

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)	Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)	Program Location	Degree Level
Bachelor of Science with a Major in Mass Communications	Film & Video Production	On Campus	Undergraduate

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)	Effective Semester/Year	
Bachelor of Science	Spring	2017

Modification Details

```
Previous Concentration Requirements:
1. COMM 3305 Short-Form Screenwriting & Analysis
2. COMM 3353 Fundamentals of Film & Video Production
3. COMM 3356 Film and Culture
4+5. 2 of the following: COMM 4405 Sound Design or COMM 4406 Digital
Cinematography & Image Design or COMM 4407   Film & Video Post-production
6. COMM 4454 Media Law
7. COMM 4484 Mass Communications Research Methods
8. COMM 4452 Advanced Film and Video Production

We are proposing to add an OR option to #8, so it would read:
8. COMM 4452 Advanced Film and Video Production or COMM 4425 Documentary
Production Practices or COMM 4426 Fiction Film Production
```

(Max 4000 characters)

Rationale

The new classes we are adding concurrent to this submission (COMM 4425 Documentary Production Practices & COMM 4426 Fiction Film Production) will achieve mode-specific learning outcomes and skills development commensurate with a concentration in the discipline. This will allow us to elevate COMM 4452 to it's preferred status as a more rigorous capstone experience that is available for concentrators with aspirations more akin to a degree program. However, students seeking to pursue a broader field of study within the discipline can choose to take the Fiction or Documentary Production course (COMM 4426 or COMM 4425 respectively).

As mentioned elsewhere, we are working on a degree program within the discipline and this change, along with the two new classes we are proposing helps us lay the foundation for this degree program, and it also allows our more ambitious students to delve deeper in the discipline until as such time as we have the degree program in place.

(Max 4000 characters)

SACSCOC Substantive Change

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Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

(Max 4000 characters)

College Approvals

Camilla Gant [APPROVED 2016-09-21]
Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2016-10-31]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College	Department	Originator
College of Social Sciences	Mass Communications Department	Yates, Bradford

What would you like to do?

○ Add New Track/Concentration ◉ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College	Existing Program (as shown in the DMA)	Track or Concentration
College of Social Sciences	Bachelor of Science with a Major in Mass Communications	Digital Media & Telecommunication

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)	Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)	Program Location	Degree Level
Bachelor of Science with a Major in Mass Communications	Digital Media	On Campus	Undergraduate

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)	Effective Semester/Year	
Bachelor of Science	Spring	2017

Modification Details

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SACSCOC Substantive Change

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- ☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

Kathleen Skott-Myhre [APPROVED 2016-10-31]
Coordinator, COSS Executive Committee

Camilla Gant [APPROVED 2016-09-21]
Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College	Department	Originator
College of Social Sciences	Mass Communications Department	Yates, Bradford

What would you like to do?

Add New Track/Concentration | (•) Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications

Program Name | (•) Program Description | Degree Name | See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College	Existing Program (as shown in the DMA)	Track or Concentration
College of Social Sciences	Bachelor of Science with a Major in Mass Communications	Digital Media & Telecommunication

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Bachelor of Science with a Major in Mass Communications	Digital Media	On Campus	Undergraduate

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)	Effective Semester/Year	
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College Approvals

Kathleen Skott-Myhre [APPROVED 2016-10-31]
Coordinator, COSS Executive Committee

Camilla Gant [APPROVED 2016-09-21]
Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College	Department	Originator
College of Social Sciences	Mass Communications Department	Yates, Bradford

What would you like to do?

○ Add New Track/Concentration ◉ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College	Existing Program (as shown in the DMA)	Track or Concentration
College of Social Sciences	Bachelor of Science with a Major in Mass Communications	Film & Video Production

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)	Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)	Program Location	Degree Level
Bachelor of Science with a Major in Mass Communications	Film & Video Production	On Campus	Undergraduate

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)	Effective Semester/Year	
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SACSCOC Substantive Change

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- ☐ Program deactivation
- ☑ None of these apply

Comments

(Max 4000 characters)

College Approvals

Kathleen Skott-Myhre [APPROVED 2016-10-31]
Coordinator, COSS Executive Committee

Camilla Gant [APPROVED 2016-09-21]
Chair, Course Department

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Course View (Read Only)

Attachments
Current File: COMM 4425 Documentary SYLLABUS.docx

Originator

Mass Communications Department	College of Social Sciences	Kay, Deon
Department	College	Originator

What would you like to do?
(•) Add New Course ( ) Modify Existing Course ( ) Delete Existing Course

Modifications
( ) Prerequisites ( ) Corequisites ( ) Description ( ) Title ( ) Credit ( ) See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Course Details

COMM	4425	Documentary Production Practices
Prefix	Number	Course Title

Part film-production workshop and part study in film-history and aesthetics – this skills-based class explores through action the methods, strategies, tools, and processes of non-fiction film communication.

Course Catalog Description

2	2	3	Spring - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
ENGL 1102 with a minimum grade of C and
COMM 1154 with a minimum grade of C and
COMM 3353 and
COMM 4405 or COMM 4406 or COMM 4407

Corequisites

Rationale
This class has been offered three times as a special topics class, twice in the last two years, and we are excited to make it into a new class and introduce it into our Film and Video Production concentration. It will also form a crucial piece of our forthcoming Degree in film and video production that we are in the process of developing. By creating these classes now we are both strengthening and diversifying our concentration, and lessening the number of classes we need to create in order to establish our degree program. The creation of this class also allows us to expand our concentration requirements in such a way that the concentration can function as a broader concentration within the communications discipline, or part of a more rigorous study in film and video production until such time as our degree is established.

Planning Info

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

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: COMM 4425 Documentary SYLLABUS.docx

College Approvals

Kathleen Skott-Myhre [APPROVED 2016-10-24]
Coordinator, COSS Executive Committee

Camilla Gant [APPROVED 2016-09-21]
Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

COMM 4425: DOCUMENTARY PRODUCTION PRACTICES

INSTRUCTOR: Christopher Renaud crenaud@westga.edu

REQUIRED MATERIALS:

- Documentary Film: A Very Short Introduction. Patricia Aufderheide. Oxford Press, paperback. $9. Available at UWG bookstore.
- Netflix subscription: About $9 per month. www.netflix.com
- Additional readings and materials, provided on D2L
- Reddit account for our page (specific instructions forthcoming)

COURSE OVERVIEW:

This class is a hybrid skills/studies course - part film-production workshop, part film-studies and history - that explores the methods and strategies of non-fiction film communication.

We will familiarize you with the history of documentary practice through in-class and out-of-class screenings, and survey the field concerning the types of documentaries and their various strategies.

We will also undertake the making of short-documentary films ourselves - covering methods of project development, research, interviewing and production strategies. Technical exercises will teach you about documentary camera, lighting and sound approaches.

This will be a fun, but intensive class - one you will find useful in every realm of production from here forward: including fiction filmmaking, radio and corporate video.

COURSE OBJECTIVES & OUTCOMES:

1. Students will **understand** the basic history of non-fiction filmmaking.
2. Students will **analyze** and understand the strategies, techniques and rhetorical functions of non-fiction film genres.
3. Students will **understand** effective research skills and sources for non-fiction filmmaking.
4. Students will **practice** the production strategies and editing techniques of non-fiction film genres.
5. Students will **practice** and **develop** communicative skills appropriate for a production workshop setting.
6. Students will **develop** their understanding of the medium's function as a means of communication and creative expression.
7. Students will **value** and **practice** clear communicative skills both in written analysis and in giving and receiving feedback in a workshop setting.

BIG PICTURE STUFF

This will be an intensive workshop. You should expect and plan for a combination of reading, listening, writing or creative work every week. Beyond that, doing and discussing are the key components of a workshop course like this one.

Learning is doing. Thus, much of the learning will happen outside of class. Applying yourself fully to the doing determines your learning experience and your success in the course. Not to mention as a professional.

Learning new software, tools and skills require time and attention; you need to factor this into your schedule to complete assignments. Doing assignments well means applying the concepts we discuss (both technical and abstract) to your own work and process, but also empowering yourself to experiment and take risks.

This class values both technical skills acquisition and creative exploration. To the greatest extent possible, you will be evaluated objectively in this class. I will provide rubrics as often as possible. Yet, the remaining subjective portion of a grade, from my perspective, tends to look favorably towards those projects that wander into unfamiliar territory in order to explore the possibilities of the medium. Check around. Just about every successful person will happily extoll the virtues of risk, and count their full-throated "failures" as important to their success.

Success here finally depends upon these things: your own drive and engagement, the time you devote, and an interest in discovery. We want to talk about your discoveries in class.

Discussion? Talking as precisely, genuinely and frankly as possible about what you or others did, or what you have experienced through others' work, is crucial to this and every production course. This class will feature daily discussion that relies upon your input. Your contribution is absolutely essential, and your silence will be loud. Please see "risk" above. Speaking is the beginning of doing. If you are a shy person, I'll endeavor to provide a safe environment for you to speak. As you get comfortable with that, pour your voice into your writing.

GRADING

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

You build your grade from zero by earning points on assignments and exams. Your grade is not a reflection of how much I like you, how good of a person you are, or your potential. Grades are evaluations of your performance on each of the assignments you submit for this course. Your final grade is mathematically determined, as above.

ATTENDANCE AND PARTICIPATION

At this level of your major, and in this major especially, your classes are preparations for internship.

Regular attendance is crucial in this workshop, but it's only one element of participation. Good performance correlates with being present and being engaged. You will find that being aware and fully present, in the moment, is really the key to your success as a student, and is the best preparation for your professional life.

Cultivating a personal interest in the subject matter, challenging yourself and working hard are solid strategies. Poor performance is giving yourself permission to miss class, tune out or be distracted. I will endeavor to make this one of the most interesting classes you take, but the reality is it's a shared effort, one in which you have direct agency. Bring your "A" game.

Be vocal and be curious. Frankly, it's a more lively and interesting place to be when you do. Please don't hesitate to float an idea you are unsure about, or to ask questions when you don't understand something. Ask follow up questions. You're often not alone in looking for the answer, and the discussion will benefit the entire class.

New century challenge: Knowing the appropriate time to check or use your mobile device should also be seen as a professional skill, and we will hold to a professional standard. The expectation is that during class you will keep your device put away. Using your device during discussion, screening or listening exercises will negate your participation for the day; you may be asked to leave.

Life happens. I understand this. However, media-making is fundamentally a group activity and you can't participate if you are not here. You will be granted one absence without penalty, but you are still expected to meet deadlines for your work. After that, I won't adjudicate excused or unexcused absences; you will simply lose 3% of your course grade for each absence, without a cap, as applied to your final course grade. This adds up quickly, and frequently comes back to haunt even the best students. Perhaps those especially.

MY ROLE

I am fundamentally (as an instructor and as a human being) committed to helping you understand concepts, principles, software and techniques. My method will be 1) to assign exercises and projects that will teach you both technical skills and their application, 2) to provide interesting examples and context, and 3) to facilitate lively in-class discussions and assessments of your creative work.

I expect this to be an engaging and productive semester and I'm looking forward to working with you.

UNIVERSITY AND OTHER COURSE POLICIES

Policies applying to this and all courses at UWG can be found at the following link:

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

Americans With Disabilities Statement

If you are a student who is disabled as defined under the Americans With Disabilities Act and requires assistance or support services, first please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services, and provide you with the necessary documentation to give to me. Students who need accommodations for learning or who have particular needs should then share these concerns or requests with me early in the term (no later than week 3 of the course). See the above link.

Late work
I do not accept late work. Assignments turned in after deadline will receive no credit (0). If you anticipate having to miss a deadline, please turn the assignment in to me before it is due. Deadlines are not negotiable in this course.

Classroom Etiquette
Exercising personal freedom is an appealing part of adult life. In order to create an atmosphere where individual expression and social interchange are respected, please observe the following guidelines: (1) address each other with respect; (2) contribute to discussions often, without dominating them; (3) stay focused on the topic being discussed. Side-chatter is distracting for everyone, especially myself, and is wasted energy; focus that energy into the discussion. Disruptive behavior in the classroom is not acceptable.

Mobile Devices
You have a direct impact on the classroom culture. Activity on your phone, laptop or other device that does not involve note-taking is both visible and disruptive to your neighbors and to myself. In this environment it is regarded as a decision not to participate. No social-networking or texting in class. Breaking with this policy will result in you being asked to leave the class for the day, with an attendant impact on your participation grade. If you have an issue that requires attention to your device, please notify me before class.

Academic Dishonesty
Academic dishonesty will NOT be tolerated in this or any other UWG course. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. See the link above.

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

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

Contacting You
You are expected to have access to your westga.edu account for all communication regarding the course. While you may find my contact information or other students through D2L-CourseDen, I will reply to your regular westga account, not D2L.

Contacting Me
If you have questions, don't hesitate to ask them in class. It's best to get clarification in there, where everyone can benefit. With a class of this size, it's best if you ask your peers before e-mailing questions about assignments. If you need to contact me, do not use D2L. E-mail me from your westga account [redacted] - and importantly, include "4405" in the subject line of the email

WEEKLY EXPECTATIONS:

- Regular attendance and active participation
- At least one reading and one out-of-class viewing (equivalent to feature length)
- Weekly response writing to the above, posted to our Reddit page
- Active participation in online sharing and discussion on our Reddit page, including responses to classmates writing.

PROJECTS:

You will complete three short documentary pieces over the course of the semester, along with some introductory exercises, both in- and out- of class. One of those will be a final project of 5 minutes in length.

GRADING:

Will be according to the usual scale.

20 points	In Class Participation
20 points	Online Participation
30 points	Exploratory Documentary pieces
30 points	Final Project and Portfolio
100 points	TOTAL

Schedule for Week 1

TUES, JUNE 2

Course introduction and discussion:

What does a documentary do? What does it look like?
How is it different from journalism?
What can a documentary do that other films cannot?

- Give instructor swipe-card # for summer access to labs
- Buy textbook.
- Activate Netflix.
- Read pp. 1 - 18 (for Thurs)
- Watch feature-length doc. via Netflix, FROM THE LIST ON D2L.
  RESPONSE DUE SUNDAY the 9th on Reddit.
- Begin Production exercise #1 - "How To" photo-series, using smartphone camera. 10 photographs. DUE Tues, June 10th on GoogleDrive.

In-Class Screening: *American Movie*

THURS, JUNE 4

- Read for next Tues (the 10th) - "What Kinds of Documentary Are There?" by Bill Nichols (handout given today or posted on D2L).
- Understand and be prepared to talk about the six types of documentary, as Nichols define them. Complete note-sheet, DUE TUES 10th
- Setup Reddit account (instructions via email)
- Setup GoogleDrive Portfolio (in-class)

In-Class Screening: Examples from reading and others.

DUE OVER THE WEEKEND:

- VIEWING RESPONSE DUE SUNDAY as post to our Reddit page. (instructions in class)
- DUE MONDAY midnight - COMMENTS on CLASSMATES RESPONSES on Reddit

TUES, JUNE 10

- Upload photos to GoogleDrive portfolio
- Discuss Nichols in-class - with notesheet

Tech demo: *Recording Voice-Over*

Course View (Read Only)

Attachments
Current File: syl-COMM 4426.docx

Originator

Mass Communications Department	College of Social Sciences	Kay, Deon
Department	College	Originator

What would you like to do?
(•) Add New Course ( ) Modify Existing Course ( ) Delete Existing Course

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

Shared Governance Process
Senate Action Item (See Procedure)

Course Details

COMM	4426	Fiction Film Production
Prefix	Number	Course Title

Students will form the crew that will handle all aspects of production in this industry-modeled film production workshop. This hands-on production experience will cover the art and craft of producing works of fiction for visual media, including project development, set etiquette, crew hierarchy, set safety, on-screen blocking, staging, and teamwork.

Course Catalog Description

2	2	3	Spring - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
ENGL 1102 with a minimum grade of C and
COMM 1154 with a minimum grade of C and
COMM 3305 and
COMM 3353 and
COMM 4405 or COMM 4406 or COMM 4407

Corequisites

Rationale
This class was offered Fall 2015 as a Special Topics and is on the books again for Spring 2017. It has become apparent that it is incredibly valuable to our film and video production concentration as well as our in-development degree program, both of which are being shaped to compliment and leverage the skills and training opportunities offered by the State run Georgia Film Academy, without being completely dependent on it. In addition to serving our strategic and curricular goals, we also get asked repeatedly by students about when we will offer the class again. As with COMM 4425 - by creating these classes now we are both strengthening our concentration and lessening the number of classes we need to create down the line in order to establish our degree program. The creation of this class also allows us to expand our concentration requirements in such a way that the concentration can function as a broader concentration within the communications discipline or a more rigorous degree in film and video production until such time as our degree is established.

Planning Info

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

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: syl-COMM 4426.docx

College Approvals

Camilla Gant [APPROVED 2016-09-21]
Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2016-10-24]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

COMM 4426: FICTION PRODUCTION

FRI, 9:00 AM – 1:30 PM: ANTHROPOLOGY G-15

Instructor: [redacted]
Office: [redacted]
email: [redacted]
Office Hours: [redacted]

Course Objective: This is a hands-on production workshop in the art and craft of producing works of fiction for visual media. This includes set etiquette, set hierarchy, set safety, on-screen blocking, staging, directing and teamwork.

Students will form the crew that will handle **all** aspects of production in this industry-modeled workshop. The source material will be a student-written, fictional web series. This is a production lab, which means the class meetings are longer, but there will be less work done outside of class time.

Most shoots for the class will be completed during class hours.

Students will chose a project from a selection of student-produced scripts and dedicate the rest of the semester to creating a fiction series from the materials. Over the course of the semester, students will have the experience of working on multiple phases of the production.

Course Reading: NONE

Grading:

Participation/professionalism*	40%
Self Evaluation	30%
Peer Evaluations	30%

Attendance, Participation, and Professionalism: You do not get credit for showing up for class, but you will lose participation points for missing. This is a workshop-style class and requires active participation from everyone. So much learning is done from listening, from thinking, from asking each other questions, and from your classmates' mistakes. If you are not in class, you are not participating, you are not learning, and you are doing yourself a disservice.

Additionally, as aspiring Media professionals the expectation is that you are required to act like a professional to rehearse the industry's best-practices. At a real job, and on a real set, if you don't show up, or if you behave in a way that is deemed unprofessional you will be replaced by one of the thousands of other aspiring media professionals trying to get their foot in the door. Treat class time like a job - this is part of your learning experience in this class.
You do not get credit for showing up for class, but you will lose participation points for missing. This is a workshop-style class and requires active participation from everyone. So much learning

is done from listening, from thinking, from asking each other questions, and from your classmates' mistakes. If you are not in class, you are not participating, you are not learning, and you are doing yourself a disservice.

Missed classes cannot be made up.

- **If you're on time, you're late**. Cameras role at 9:00am. *Tardiness will affect your grade.*

- Doing things unrelated to the class during class-time (e.g. sleeping, emailing, surfing the web, not paying attention) will also effect your participation grade.

- If you miss more than 25% (5 classes) of the class meetings **for whatever reason**, you cannot pass the class.

Cell phone use: Cell phones have NO PLACE on the classroom (On Set) unless it is being used as a prop, or to communicate crucial, production-related information. Turn them off before you walk onto the set.

Course Learning Objective: III
Students will demonstrate *ability to relate and/or* ***apply*** **concepts**, theory and research, and **professional principles to create**, **develop**, **produce**, and/or write convergence journalism, **film and media arts,** and public relations communications for converging, **traditional**, **multi**, and **digital media**.

Students with Special Needs: I will gladly make the necessary accommodations to ensure students with special needs can complete the class and get the most out of it. Please don't "wing it" and then tell me at the end of the semester. Come see me in private with your paperwork and we can discuss your particular needs.

UWG Email Policy: The University considers students' MyUWG e-mail account to be an official means of communication between the University and the student. It is the student's responsibility to check his or her email **frequently** for class, department, and University information. I frequently email documents, deadlines and requirements, and not checking your email is no excuse for not following instructions.

Common language for course syllabi: For more information regarding **ADA**, **UWG Email Policy**, **Credit Hour Policy**, and **UWG Honor Code,** see

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

* * * *

Week 1:
8/28 INTRODUCTIONS

Week 2:
9/4 Script Approval. Job Assignments

Week 3: Rehearsals and Pre-production
9/11

Week 4: Start Shooting
9/18

Week 5: Shoot Day
9/25

Week 6: Shoot Day
10/2

Week 7: Shoot Day
10/9

Week 8:

Wednesday, October 14 – Last Day to Withdraw without an F or WF

10/16 Shoot Day

Week 9:
10/23 Shoot Day

Week 10:
10/30 Screen Assembly. Job Rotation

Week 11:
11/6 Shoot Day

Week 12:
11/13 Shoot Day

Week 13:
11/20 Screen Rough Cut

Week 14:

11/27 **THANKSGIVING – NO CLASS**

Week 5:

12/4 Last Shoot Day for Pickups

Week 16: FINALS WEEK/FINAL INSTRUCTION

Friday, Dec. 11, 11:00-1:30 pm

Program View (Read-Only)

Attachments
Current File: Proposed Program Modifications Department of Criminology.pdf

Originator

College	Department	Originator
College of Social Sciences	Criminology Department	Griffin, Vanessa Woodward

What would you like to do?
Add New Track/Concentration | (•) Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College of Social Sciences (College)
Bachelor of Science with a Major in Criminology (Existing Program (as shown in the DMA))
Bachelor of Science with a Major in Criminology (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))
On Campus (Program Location)
Undergraduate (Degree Level)
Bachelor of Science (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))
Fall 2017 (Effective Semester/Year)

Modification Details

The undergraduate program is being modified to better reflect program objectives and demands within the field for students pursuing employment and graduate education. It also brings us in line with curricular offerings at peer and aspirant institutions.

(Max 4000 characters)

Rationale

These program modifications better reflect the objectives of a liberal arts criminology program and link them more closely with practical application, while maintaining the original curriculum's goals of theory, diversity, and research. The proposed program emphasizes building criminological knowledge and promoting justice within the three branches of the criminal justice system, "Courts" (Legal Studies), "Law Enforcement" (Police and Society), and Corrections (Corrections and Social Services).

Additionally, the faculty within the Department of Criminology developed new program learning outcomes that align with the curriculum at the three levels of learning for purposes of assessment: introduction, reinforcement, and mastery. These modifications will allow the faculty to assess student learning and program evaluation more effectively by conducting both formative and summative assessment of student learning.

Lastly, revising the program learning outcomes and the curriculum will aid in the implementation of methods to assess and award course credit for prior college-level learning (within both professional and other academic settings).

(Max 4000 characters)

Attachments
Current File: Proposed Program Modifications Department of Criminology.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

Changes in Area Courses:
New Areas Include: Legal Studies, Global & Diversity, Police & Society, and Corrections and Social Services
Increase from 15 to 24 hours

Eliminate 9 of supporting courses

Core Area F:
Require lower-level courses for each area (no change in hours)
Addition of CRIM 2276: Global Crime and Justice

(Max 4000 characters)

College Approvals

David Jenks [APPROVED 2016-08-17]
Chair, Course Department

Kathy Skott-Myhre [APPROVED 2016-10-31]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-11-07]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

CRIMINOLOGY
PROPOSED UNDERGRADUATE PROGRAM

<table>
<tr>
<td>CORE AREA F
(18 hours)
CRIM 1100-Introduction to Criminal Justice
CRIM 2000-Survey of Criminology
CRIM Classes
(12 hours)
CRIM 2272
CRIM 2273
CRIM 2275 or CRIM 2245
CRIM 2276-Global Crime and Justice</td>
<td>AREA COURSES (24 Hours)

LEGAL STUDIES (6 Hours)
CRIM 3323-Criminal Law
CRIM 3900-SS & The Legal System—Change to American Criminal Courts (Upper Division)
CRIM 4402-Prison Law
CRIM 4712-Law and Society</td>
</tr>
<tr>
<td>MAJOR COURSES
(12 hours)
CRIM 3240-Theory
CRIM 4000-Research Methods
CRIM 4003-Statistics
CRIM 4284-Senior Capstone</td>
<td>GLOBAL & DIVERSITY CJ (6 hours)
CRIM 4911-Terrorism
CRIM 4248-International Comparative J. Systems
CRIM 4279-Race and Crime
CRIM 4231-Women in the CJ System</td>
</tr>
<tr>
<td>CRIM Electives OR Outside Minor
(12 hours)
_____ (3 hours)
_____ (3 hours)
_____ (3 hours)
_____ (3 hours)</td>
<td>POLICE & SOCIETY (6 Hours)
CRIM 3411-Criminal Investigations
CRIM 4211-Police Deviance
CRIM 4277-Police in Society
CRIM 4278-Police and Community Relations</td>
</tr>
<tr>
<td>General Electives
(12 hours)
_____ (3 hours)
_____ (3 hours)
_____ (3 hours)
_____ (3 hours)</td>
<td>CORRECTIONS & SOCIAL SERVICES (6 Hours)
CRIM 3241-Corrections
CRIM 4255-Youth, Crime and Community
CRIM 4232-Family Violence
CRIM 4293-Correctional Programs</td>
</tr>
<tr>
<td colspan="2">CRIM ELECTIVES
CRIM 3333 – Victimology
CRIM 4250 – Crime Prevention
CRIM 3705 – Criminal Profiling
CRIM 3983 – Directed Research
CRIM 4001 – Survey Research
CRIM 3242 – Drug Abuse
CRIM 4250 – Crime Prevention
CRIM 4200 – Violent Crime
CRIM 4230 – Ethics
CRIM 4233 – Gangs
CRIM 4280 – Contemporary Issues in Criminal Justice
CRIM 4286 – Internship
CRIM 4650 – White-Collar Crime
CRIM 4693 – Sports, Crime, & Society
CRIM 4981 – Directed Readings
CRIM 4983 – Senior Thesis</td>
</tr>
</table>

CRIMINOLOGY
Current Program

Core Area F (18 hours)

☐ **Intro CRIM Courses (6 hours)**
- ☐ CRIM 1100
- ☐ CRIM 2000

☐ **CRIM Courses (4 of 5; 12 hours)**
- ☐ CRIM 2245
- ☐ CRIM 2272
- ☐ CRIM 2273
- ☐ CRIM 2274
- ☐ CRIM 2275

Criminology Electives (12 hours- 3000/4000)
- ☐ CRIM Click here to enter text.
- ☐ CRIM Click here to enter text.
- ☐ CRIM Click here to enter text.
- ☐ CRIM Click here to enter text.

3000-4000 Level (CRIM or NON-CRIM) Supporting Courses (9 hours; may be shared with minor)
- ☐ Click here to enter text.
- ☐ Click here to enter text.
- ☐ Click here to enter text.

Elective courses (12 hours; 1000-4000—NO PWLA)
- ☐ Click here to enter text.
- ☐ Click here to enter text.
- ☐ Click here to enter text.
- ☐ Click here to enter text.

Major Courses (27 hours)

Required Courses (12 hours)
- ☐ CRIM 3240
- ☐ CRIM 4000
- ☐ CRIM 4003
- ☐ CRIM 4284

☐ **Ethics (3 hours)**
CRIM 4211 or
CRIM 4230

☐ **Global (3 hours)**
CRIM 4248 or
CRIM 4911

☐ **Diversity (3 hours)**
CRIM 4231 or
CRIM 4279 or
CRIM 4650

☐ **Violence (3 hours)**
CRIM 4200 or
CRIM 4232 or
CRIM 4233

☐ **Justice (3 hours)**
CRIM 3241
CRIM 4712 or
CRIM 4277 or
CRIM 4293

Notes:

Learning Objectives:

Old

LO1: Demonstrate a basic understanding of major criminal justice systems
LO2: Critically evaluate the use of criminological theory to explain crime and criminal behavior
LO3: Apply knowledge of current research and analytic strategies to issues in criminology and criminal justice
LO4: Critically evaluate major current issues in criminology and criminal justice

New

Upon graduation from the undergraduate program in criminology, a student will be able to describe, explain, and critically evaluate/apply the role of...
(e.g., describe = introduce, explain = reinforce, critically evaluate/apply = master)
...Corrections and social services in criminal justice and criminology
...Policing in criminal justice and criminology
...Law and legal systems in criminal justice and criminology
...Diversity and global perspectives in criminal justice and criminology
...Theory and philosophy in criminal justice and criminology
...Social scientific research and analytic methods in criminal justice and criminology

Changes to the Curriculum:

Core Area F

1. Development of a new course: CRIM 2276: Global Crime and Justice
2. Require lower-level corrections/social service course (2245: Juvenile Delinquency or 2275: Introduction to Corrections).
3. Require lower-level legal studies course (2273: Criminal Procedure, or 2274: American Criminal Courts).
4. Require lower-level police and society course (2272- Introduction to law enforcement).

Area Courses

1. Area courses will increase from 15 to 24 hours
2. Change areas from Global, Diversity, Ethics, Justice, and Violence to Legal Studies, Global and Diversity, Police and Society, Corrections and Social Services
    a. Four areas to fulfill instead of five

Supporting Courses

3. No longer exist within new plan of study

Old Program	Differences in New Program	New Program
Core Area F •CRIM 1100- Introduction to Criminal Justice •CRIM 2000- Survey of Criminology •CRIM Classes (12 hrs—pick 4 of 2245, 2272, 2273, 2274, 2275)	• Require 2000 level course for Police & Society (CRIM 2272) • Require lower-level legal studies course (CRIM 2273 or 2274) • Require lower-level corrections or social services course (CRIM 2245 or 2275) • Require lower-level global and diversity course (Addition of course: CRIM 2276)	Core Area F • CRIM 1100-Introduction to Criminal Justice • CRIM 2000-Survey of Criminology • CRIM Classes (12 hours) CRIM 2272 CRIM 2273 or CRIM 2274 CRIM 2275 or CRIM 2245 CRIM 2276-Diversity Issues in Criminology
Major Required Courses •CRIM 3240- Theory •CRIM 4000- Research Methods •CRIM 4003- Statistics •CRIM 4284- Senior Capstone	•No Difference	Major Required Courses •CRIM 3240- Theory •CRIM 4000- Research Methods •CRIM 4003- Statistics CRIM 4284- Senior Capstone
Criminology Upper Division Electives •12 hrs (3000-4000)	•No Difference	•12 hrs (3000-4000)
General Electives •12 hrs (1000-4000, anything but PWLA)	•No Difference	•12 hrs (1000-4000, anything but PWLA)
Area Courses •Ethics (3 hrs) •Global (3 hrs) •Diversity (3 hrs) •Violence (3 hrs) •Justice (3 hrs)	•Require four areas (instead of five) •Require two courses in each area (instead of one) •Increase area requirements from 15 hours to 24 hours	•Law and Legal Systems (6 hrs) •Global & Diversity (6 hrs) •Police & Society (6 hrs) •Corrections & Social Services (6 hrs)
Supporting Courses •9 hours of upper division criminology or courses to support the major	•No longer required	•None

Criminology
New Learning Objectives Aligned

Upon graduation from the undergraduate program in criminology, a student will be able to describe, explain, and critically evaluate/apply the role of...
(e.g., describe = introduce, explain = reinforce, critically evaluate/apply = master)

LO1: Corrections and social services in criminal justice and criminology

Introduce	Reinforce	Master
CRIM 1100	CRIM 2245 or 2275	Corrections & Social Services

LO2: Policing in criminal justice and criminology

Introduce	Reinforce	Master
CRIM 1100	CRIM 2272	Police & Society

LO3: Law and legal systems in criminal justice and criminology

Introduce	Reinforce	Master
CRIM 1100	CRIM 2273 or 2274	Law & Legal Systems

LO4: Diversity and global perspectives in criminal justice and criminology

Introduce	Reinforce	Master
CRIM 1100	CRIM 2276	Global & Diversity

LO5: Theory and philosophy in criminal justice and criminology

Introduce	Reinforce	Master
CRIM 2000	CRIM 3240	CRIM 4284

LO6: Social scientific research and analytic methods in criminal justice and criminology

Introduce	Reinforce	Master
CRIM 2000	CRIM 4000	CRIM 4003

Program View (Read-Only)

Attachments
Current File: Asian Studies Proposal Feb 22 2016.pdf

Originator

College	Department	Originator
College of Arts and Humanities	History Department	Pidhainy, Ihor

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | (•) Add New Program

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection

College: Honors College	Department: Center for Interdisciplinary Studies		
Program Name: Asian Studies Program		Program Location: On Campus	Degree Level: Undergraduate
Degree Name: Minor		Effective Semester/Year: Spring 2017	

Modification Details
N/A
(Max 4000 characters)

Rationale
See Attached
(Max 4000 characters)

Attachments
Current File: Asian Studies Proposal Feb 22 2016.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

(Max 4000 characters)

College Approvals

Ihor Pidhainy [APPROVED 2016-03-07]

Orginator of Process or Document

Other Approvals

Cale Self [APPROVED 2016-11-07]

Chair, Undergraduate Programs Committee

Final Approval

Proposal for Minor in Asian Studies

Submitted by

Faculty members of

College of Arts and Humanities

College of Education

College of Science and Mathematics

College of Social Sciences

February 24, 2016

Submitted by the following faculty members of the College of Arts and Humanities, College of Education, College of Science and Mathematics, and College of Social Sciences:

- Li Cao (Educational Psychology)
- Steve Goodson (History)
- Elaine Mackinnon (History)
- Emily McKendry-Smith (Sociology)
- Neema Noori (Sociology)
- Alan Pope (Psychology)
- Ihor Pidhainy (History)
- Francis Stonier (Learning and Teaching)
- Rita Tekippe (Art)
- Andy Walter (Geography)
- Yan Yang (Educational Psychology)

I. Program Title:

Minor in Asian Studies

II. Rationale for Proposal

An Asian Studies Program (ASP) would bring immense benefits to the University of West Georgia. It would meet needs and interests of the university, students, faculty and the community. It would also help boost our school in a number of areas: as an intellectual leader in West Georgia; maintain our status with aspirant and peer institutions; meet criteria of our strategic plan; further efforts at diversity in our school and community; and it would help bond us with our international students and collaborating partner institutions.

The needs and interests of our university: The ASP will diversify and elevate the standing of the University of West Georgia. The ASP will make UWG more attractive to our Asian partners (sister schools and international students). This attractiveness will draw greater student interest and attendance from overseas.

Our students appear interested. Students have inquired about studying Asian regions, countries, religions, arts, education, and languages. Students already take courses on Asia in various departments (History, Art, Education, Psychology) and often participate in Asian study-abroad courses (mainly to countries in East Asia). Indeed, some half-dozen study abroad programs are run annually by a variety of departments. International students would also be attracted to taking courses on Asia, as our Asian students are interested in hearing what academics/professionals have to say about their home cultures. Asian heritage students (students whose parents or grand-parents are from Asia) also would be quite interested.

For our students, there are great benefits in having a program. It adds a key region for them to study and become informed about. And, beyond the important didactic goal of enhancing their understanding of this critical part of the world, developing student knowledge of Asia will create employment options both for students who want to work in Asia and for students to work with Asian partners in the US.

For our faculty, we also have a great interest to teach courses on Asia. Many of us have trained at the graduate level and continued with research in a variety of disciplines that speak to our expertise in Asia. (See appended list of professors and areas of expertise).

Administration is also interested in this as we expand our offerings on Asia. One of the great benefits of our school's faculty, though, is that no additional faculty or resources would be required for this. It would also allow us to meet the criteria of our strategic plan, which we highlight below. Finally, this is also an excellent way to promote diversity.

We would be meeting the interests and needs of our community. In the state of Georgia, there are some 310,000 Asian and Asian-Americans, the vast majority who live in the Greater Atlanta area. (US Census information 2010). In particular, there are sizeable Chinese, Korean, Indian and Bhutanese populations. Further, there is community interest, particularly

on the part of the Chamber of Commerce, whose interest in attracting Asian businesses to Carrollton would be enhanced by our own efforts in establishing a program. (This would provide a nexus between Asia and our local community).

As an institution, we also desire to keep pace with our peers and to take aim at the achievements of our aspirants. Suffice to say, we have fallen behind in offerings on Asia with both cohorts. (See attached chart comparing our status with those of our Georgia cohorts; peers and aspirants). By developing the program and offering a minor, we would also provide intellectual leadership on Asia in West Georgia. We would also position ourselves to be part of the larger Greater Atlanta/Georgia academic community on Asia.

It would allow us to become better partners with our Asian partner institutions. This would first of all clearly indicate to our partners that we are serious in our commitment to sharing and broadening international understanding. Further, it will help non-Asian focused colleagues to work with international scholars and students to a greater degree.

In conclusion, committing to a minor in Asian Studies would be a great step forward for our institution.

III. Learning Outcomes

Students will demonstrate through both written and oral evaluations an understanding of various aspects of various areas of Asia. These will encompass historical, religious, artistic, literary, linguistic, economic and other elements of Asia. Students will also demonstrate their ability to understand Asia (and regions of Asia) in a comparative framework with other regions of the world, and in particular, with the United States.

IV. Contribution to University Vision, Mission, and Values

The proposed minor in Asian Studies contributes to the University Vision, Mission, and Values Statement in the following ways:

It will add an important part of what makes a 'comprehensive university,' as centers, departments and programs in Asian Studies is a standard feature of the best of these institutions.

It will allow for 'effective and innovative teaching, experiential learning, scholarship, research…' in a key region of the world, which is at the nexus of political, economic and leadership issues in our 'complex 21st Century global society.'

It will contribute to the values of 'caring,' 'inclusion,' and 'integrity' both within our local and university communities and the larger world beyond.

V. Contribution to UWG Strategic Plan

Assure that all academic programs have the capacity to transform lives and address the needs of the region, state, and beyond: Through the study of Asia, students will be part of a program that addresses global needs. Faculty and staff will assist students in taking part of the greater world through this program.

Create and cultivate new partnerships to support strategic initiatives: This will be done through the growth of the Asian Studies Program and its connections with study-abroad programs.

Expand community awareness, visibility, and support of university activities and mutually beneficial partnerships: It will also serve as a touchstone for the larger community by allowing a go-to for business in search of expertise and also future employees.

Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community: Much of this has highlighted above, but in addition, the program would allow another space for intellectual and personal growth on the campus.

VI. Contribution to Quality Enhancement Plan (QEP): The emphasis on advanced writing skills in Learning Outcomes 3, 4, and 6 contributes to the improvement of undergraduate writing that is the goal of the QEP.

VII. Contribution to College of Arts and Humanities Mission:

The proposed minor in Asian Studies supports all of the core values outlined in the "COAH Guiding Principles and Procedures." However, it contributes in particular to the following:

- cultivating a rich, multi-faceted liberal arts curriculum;
- encouraging creative and scholarly collaboration across disciplinary boundaries;
- imparting the broad knowledge and fostering the critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
- emphasizing disciplinary rigor;
- fostering effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology;
- creating a learning community dedicated to instructional excellence in which close student-faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body;
- affirming the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff, thereby promoting practices that embody the ideals of an open democratic society.

VIII. Required Courses:

The proposed minor in Asian Studies is interdisciplinary in that it requires students to complete coursework in multiple fields.

The minor requires 15 credit hours, of which no more than 6 hours can be at the 2000 level and of which at least 3 hours must be at the 4000 level. There is no required introductory course.

The listed courses are all considered electives. Students are required to complete 15 hours of these courses from at least three departments.

Sample of Courses that Potentially Fulfill Elective Requirement:

Art Department

ART 3210 History of Non-Western Art

Asian Studies (the following will be submitted for approval once the program is approved)

ASN4385 Special Topics: Asia (This will allow for faculty to offer a special topics course on Asia)

Education

ECED 4285/SPED 4785-01 Special Topics: Education in China.

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts [specific sections modified to focus on Asia]

Foreign Language Department

FORL 1598 Elementary Arabic I

FORL 1599 Elementary Arabic II

FORL 1698 Elementary Chinese I

FORL 1699 Elementary Chinese II

FORL 1798 Elementary Japanese I

FORL 1799 Elementary Japanese II

FORL 2200 Survey of National Literatures

FORL 3111 World Film

FORL 4300 Seminar in Global Studies

Geography Department

GEOG 1013 World Geography

History Department

Hist 3315 Civilization of India

HIST 3351 Imperial Russia

HIST 4419 The Cold War

Hist 4385 Special Topics (all new courses in Hist must be taught under this number initially)

Late Imperial History

Early China

Buddhism (Approved by Philosophy to be cross-referenced as PHIL 4385 – Special Topics)

Women in East Asia

Central Asia: Society and Culture

Hist 4430 Vietnam War

Hist 4433 Introduction to Modern China

Hist 4443 Introduction to Modern Japan

HIST 4446 Soviet Russia

Hist 4485 History of US Immigration

Sociology

SOCI 4325 Social Change in the Middle East

SOCI 4999 Special Topics (only those relevant to the region)

Philosophy

Phil 4385 – Special Topics

Buddhism (cross-referenced from Hist 4385)

Islamic Philosophy (to be proposed)

Psychology

PSYC 4130 – Eastern and Transpersonal Psychologies

Other Courses:

Other courses will be added to this list as they become offered. In general, in order to be considered for the Asian Studies minor courses will need to consist of at least 33% Asian content.

Course View (Read Only)

Originator

Library	Library	Critten, Jessica
Department	College	Originator

What would you like to do?

Add New Course | Modify Existing Course | Delete Existing Course

Modifications

Prerequisites | Corequisites | Description | Title | Credit | See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

LIBR	1101	Information Literacy and Research
Prefix	Number	Course Title

This course is an introduction to information literacy: the ability to find, evaluate, and ethically use information both in- and outside of the classroom. Students will examine how they currently use information and critically reflect on how that information is shaped by political, cultural, and social forces.

Course Catalog Description

2.00		2.00	Fall - 2017	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

We would like to change LIBR 1101: Information Literacy and Research to LIBR 2100: Information Literacy and Research. Because the "new" course created as we change the course number will replace the previous course, this request is to delete the 1101 course. We would like to delete LIBR 1101 effective fall 2017. (This is the rationale we included in our request for the course level change: We are proposing a change to the course level of LIBR 1101 to better represent the level of work students already do in this class. We would like this new course number to be LIBR 2100. Library faculty changed the course title, learning outcomes, and description last year to reflect the way that a discussion of research is necessarily a discussion of the political and social dimensions of information. This course cannot focus on the mechanics of research without situating it in a discipline and a scholarly discourse that is not compatible with the curriculum of an introductory (1000) level course as we understand it. We hope this change will better represent the course to students and advisers, and attract students newly entering into their majors. NOTE: We are resubmitting this deletion now that our LIBR 2100 course has been approved by UPC, Faculty Senate, and the General Education committee of the USG. LIBR 2100 will replace LIBR 1101. It willl remain a 2-credit our core course in area B2. This change should not affect student registration or progression.

Planning Info

- (●) Library Resources are Adequate
- ( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 430

Comments

College Approvals

Lorene Flanders [APPROVED 2016-04-13]

Dean, Library

Other Approvals

Cale Self [APPROVED 2016-04-19]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Course View (Read Only)

Attachments
Current File: Syllabus for PLA Portfolio Class Sp 2017.doc

Originator

Dean	College of Social Sciences	Wood, Viviene
Department	College	Originator

What would you like to do?
(•) Add New Course ( ) Modify Existing Course ( ) Delete Existing Course

Modifications
[ ] Prerequisites [ ] Corequisites [x] Description [x] Title [ ] Credit [ ] See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Course Details

XIDS	2002	What Do You Really Know About: Reflecting on Prior L
Prefix	Number	Course Title

An inter-disciplinary examination of processes related to Prior Learning Assessment (PLA) credit by portfolio will be covered. Students will be introduced to various theories of experiential learning as they relate to college level learning. Students will engage in a series of exercises including taking stock of past experiences, reflection upon these experiences, articulation of these experiences, and documenting evidence. The course will conclude with students submitting a rough draft of a portfolio in preparation for a petition for credit in the following semester.

Course Catalog Description

2.00		2.00	Spring - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
University of West Georgia students can pursue Credit for Prior Learning through a variety of pathways including CLEP exams, departmental exams, and now portfolio assessment. Portfolio assessment is available for select courses and cannot be used for courses for which CLEP and/or departmental exams are available. Per UWG's credit for Prior Learning policy, students are required to complete a CPL prior learning documentation course in preparation for developing portfolio(s) for credit evaluation, preferably prior to their last semester. Creation of XIDS 2002:What Do You Really Know About: Reflecting on Prior Learning allows students to complete the required course to submit a portfolio.

Planning Info

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

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: Syllabus for PLA Portfolio Class Sp 2017.doc

College Approvals

Other Approvals

Cale Self [REQUIRED]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

University of West Georgia – Spring 2017

XIDS 2002: What Do You Really Know About: Reflecting on Prior Learning

Class Meeting Time: Tuesdays 5:30 p.m. 8 p.m. **Class:** hybrid
Online: 6 a.m. – 8 p.m. periodically **m-f** **Office**: Pafford 321

Course Description: An in-depth examination of processes related to credit by portfolio will be covered. Students will be introduced to various theories of experiential learning as they relate to college level learning. Students will engage in a series of exercises including taking stock of past experiences, reflection upon these experiences, articulation of these experiences, and documenting evidence. The course will conclude with students submitting a rough draft of a portfolio in preparation for a petition for credit in the following semester.

Course Purpose/Justification

This course provides an opportunity for guided practice in preparing portfolio-based documentation to support application for academic credit based on prior learning. Prior Learning Assessment (PLA) is a process through which students identify areas of learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials related to specific course objectives of a designated target course so that they can be assessed and possibly awarded academic credit. A target course is an existing course that has been designated by the institution as eligible for PLA Assessment by portfolio.

The Council for Adult and Experiential Learning (CAEL) defines PLA as follows: "The recognition of learning gained from experiences that may be granted credit or otherwise certified...the assessment of learning attained through experiences irrespective of the time and place in which they occurred." (Fiddler, M., Marienau, C., & Whitaker, U. (2006). Assessing learning, p.12). PLA can reduce the repetition of relevant, course-related material for students with prior learning (or with prior degrees). This documentation course can also help prepare students who have not been in college before or who have not been in college recently to reacquaint themselves with college learning and expectations. PLA can help reduce the time required to earn a degree.

Prior Learning Portfolio Development is a process used by students to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support a claim that applicants have the particular skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that will align with specific course objectives of a target course. The portfolio developed in the documentation course

should not only describe the relevant experience but should also link the documentation with particular learning outcomes designated for the target course. Students will also offer a critical self-assessment of what college-level learning has been acquired through selected non-traditional experience. This experience might include a variety of work, training, reading and research, civil and military service, or life learning.

Once the prior learning documentation is completed and submitted, the resulting portfolio must be evaluated by a qualified faculty assessor. Sufficient evidence linking knowledge and skills obtained through prior learning to objectives of the target course must be provided before credit can be granted. Faculty assessors will determine if the prior learning is acceptable for credit. PLA provides a method to help encourage non-traditional students to pursue a degree; it will help them make the transition to higher education and will shorten their time to graduation. This course has been designed in accordance with the principles established by CAEL (Council for Adult and Experiential Learning).

Learning Objectives:

After this course, students will be able to:

1. State career and educational goals and explain her or his progress toward meeting those goals.
2. Determine sources of prior learning (e.g., military training, work and community involvement) and articulate the knowledge, skills, and abilities gained from those experiences.
3. Identify the courses from her or his major requirements that best fit the areas of learning previously gained.
4. Locate the course outcomes from the courses available for PLA and list those on the Application for PLA Credit.
5. Match the course outcomes for required courses and the knowledge, skills, and abilities from past learning to provide the best evidence for PLA review.
6. Determine the best forms of documentation for each course outcome and follow the established methods for developing the portfolio for PLA.
7. Package the documentation with the Application for PLA Credit and list each artifact or item that supports a course outcome along with a caption or brief explanation of the connection between the evidence and requirement.

Required Text(s): Text: Earn College Credit for What You Know, CAEL, by Janel

Colvin; Kendall Hunt publishing company 2012 is required. Other readings will be made available by the instructor.

Performance Evaluation: Students' grades will be based upon class attendance, quizzes, exercises, and a rough draft of the portfolio.

Quizzes	20%
Exercises	30%
Peer Review of Portfolio	20%
Rough Draft of Portfolio	30%
Total	100%

Final grades are assigned on a ten point scale (i.e. 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = F).

Note: There are no extra-credit assignments available in this class. At the end of the semester, do not ask for any special consideration or extra assignments.

If you are absent for any classes then you should contact me with an explanation. You are expected to come to class prepared. This means that you should have completed the required readings for the week and be prepared to comment intelligently on them.

Students are expected to be respectful of me and other students. Students should not make inappropriate remarks which are irrelevant to the topic being discussed.

If you have any problems understanding either the readings or the lectures please contact me as soon as possible. I can only help you if I know you are having a problem.

Materials and Resources:

This course will require you to have equipment and skills allowing ready and constant access to a computer with a reliable and fast Internet connection.

Late or Missed Assignments: If you miss an assignment you must call me or e-mail me as soon as possible but no later than 5:00 PM of the day the assignment was given indicating to me why you missed the assignment. Only under extreme circumstances can you expect not to be penalized for missing an assignment. Generally, one letter grade will be deducted from your grade on that exam/assignment for each day you fail to retake it. There should be no reason why you cannot notify me when you have missed an assignment. If I am not available by phone then you should e-mail me.

Please view the following website for common language for all course syllabi:

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

Teaching Philosophy:

My teaching philosophy is that you walk away from this course having experienced learning of how to produce a portfolio documenting prior learning to the point of meeting the learning objectives of the course for which you desire PLA credit. The best way to achieve this is through reading how others have developed a successful portfolio, gathering documentation that supports learning and being able to determine accurately what is documentation and what is not documentation along with the difference between learning and experience.

Tentative Topic and Reading Assignment

Week 1: Read the syllabus

Take the syllabus quiz

What is experiential learning? PLA? Credit by portfolio? Elements of a portfolio? College level learning?

Take week 1 quiz

Week 2: Taking stock of experiences and areas of expertise

Submit Exercise 1
Identification of career goals
Submit Exercise 2

Week 3: Identifying courses
Gather syllabi and list learning outcomes

Submit Exercise 3

Submit Exercise 4

Week 4: **Documenting Your Knowledge**

Submit Exercise 5

Week 5: **Presentation of Evidence of Experiential Learning**

Submit Exercise 6

Week 6: Putting It Together in a Rough Draft

Week 7: Giving Feedback

Submit Exercise 7

Week 8: **Developing Your Final Draft**

Make appointment to meet with me to discuss your portfolio during your development over the next weeks or months. We can meet face to face or though teleconference. I realize you may have some questions as you put your portfolio in its final form and I want you to know I am here through to the end.

Note: Topics, reading assignments, and schedules of events are subject to change at the discretion of the instructor.

Addenda III: Graduate Programs Committee

Course View (Read Only)

Attachments
Current File: Proposed_SPED_7716TheoryandCharacteristicsAutism.pdf

Originator

Literacy and Special Education	College of Education	Bucholz, Jessica
Department	College	Originator

What would you like to do?
(•) Add New Course ( ) Modify Existing Course ( ) Delete Existing Course

Modifications
( ) Prerequisites ( ) Corequisites ( ) Description ( ) Title ( ) Credit ( ) See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Course Details

SPED	7716	Autism: Theories and Characteristics
Prefix	Number	Course Title

This class focuses on persons with autism. Topics to be addressed include features of specific conditions seen in this group; historical and philosophical issues related to autism spectrum disorders; theories of intelligence, executive function, and their impact on definition and identification of autism spectrum disorders; and patterns of normal development and patterns of exceptional development in major developmental areas.

Course Catalog Description

3.00		3.00	Fall - 2017	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
SPED 6706 or equivalent

Corequisites

Rationale
The special education faculty would like to establish a teacher endorsement program in Autism Spectrum Disorders (ASD) to help teachers meet the unique and complex educational needs of students on the autism spectrum. This course would be one of three included in this program. As a result of the increased number of individuals with ASD, it is likely that all educators will interact with a student with an autism spectrum disorder at some point in their teaching career. The information provided in the autism teacher endorsement program would be beneficial to special education teachers, general education teachers, speech language pathologists, school counselors, education psychologists, and administrators.

Planning Info

- (●) Library Resources are Adequate
- ( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: Proposed_SPED_7716TheoryandCharacteristicsAutism.pdf

College Approvals

John Ponder [APPROVED 2016-09-28]
Chair, Course Department

Laura Smith [APPROVED 2016-10-06]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

UNIVERSITY of West Georgia | College of Education

SPED 7716 AUTISM: THEORIES AND CHARACTERISTICS

Class Meeting Time/Location

Instructor:

Office Location:

Office Hours:

Online hours (if applicable):

Telephone: (678) 839-6567

WestGa E-mail:

Fax: (678) 839-6162

Support for Courses

CourseDen D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online Help (M-F:8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center
Call 1-855-772-0423 or search:
https://d2lhelp.view.usg.edu/

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

Student Services
http://uwgonline.westga.edu/online-student-guide.php

Center for Academic Success
http://www.westga.edu/cas/
678-839-6280

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

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

COE Vision

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

COE Mission

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

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

COURSE DESCRIPTION

Prerequisites: SPED 6706 or equivalent.
This class focuses on persons with autism. Topics to be addressed include features of specific conditions seen in this group; historical and philosophical issues related to autism spectrum disorders; theories of intelligence, executive function, and their impact on definition and identification of autism spectrum disorders; and patterns of normal development and patterns of exceptional development in major developmental areas.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Hall, L. (2013). Autism spectrum disorders: From theory to practice (2nd ed.). Boston, MA: Pearson.

Suggested Text:

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:

Beirne-Smith, M., Patton, J. R., & Kim, S. H. (2006). *Mental retardation: An introduction to intellectual disabilities* (7th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
Boutot, E.A., & Smith Myles, B. (2010). *Autism spectrum disorders: Foundations, characteristics, and effective strategies*. Boston, MA: Pearson.
Collins, B. C. (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, NJ: Prentice Hall.
Hall, L.J. (2012). *Autism spectrum disorders: From theory to practice* (2nd ed.). Boston, MA: Pearson.
Scott, J., Clark, C., & Brady, M. P. (2000). *Students with autism: Characteristics and instructional programming for special educators*. San Diego, CA: Singular.
Sicile-Kira, C. (2014). The complete guide to understanding autism. New York, NY: A Perigee Book

APPROACHES TO INSTRUCTION

This class will

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

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

Activity	Instructional Equivalent
Class Discussion	500 minutes
Class Projects	500 minutes
Online Activities	500 minutes
Class Readings	500 minutes
Quizzes	250 minutes

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

COURSE OBJECTIVES

Students will:

1. define autism spectrum disorders (ASD) and understand perspectives held by individuals with ASD (Boutot & Smith Myles, 2010; Scott, Clark, & Brady, 2000) (CEC standard 1 and 6) (GaPSC Endorsement Standard (i) (II); (vi) (I))

2. discuss the cognitive, academic, social/emotional, and behavioral learning characteristics of children and adolescents with autism spectrum disorders, including co-existing conditions (Boutot & Smith Myles, 2010; Scott, Clark, & Brady, 2000;) (CEC standard 1 and 6) (GaPSC Endorsement Standard (i) (VII); (vi) (I))
3. compare and analyze historical and philosophical issues related to autism spectrum disorders (Knowledgeable, Reflective; NBPTS 1; NBPTS EN I; CEC 2, 3); (Beirne-Smith et al., 2006; Collins, 2007; Hall, 2012; Sicile-Kira, 2014) (CEC standard 6) (GaPSC Endorsement Standard (vi) (III))
4. compare trends and practices in the field of autism spectrum disorders (Boutot & Smith Myles, 2010; Hall, 2012) (CEC standard 6) (GaPSC Endorsement Standard (vi) (IV))
5. discuss theories of intelligence, executive function, and their impact on definition and identification of autism spectrum disorders (Boutot & Smith Myles, 2010; Hall, 2012) (CEC standard 1) (GaPSC Endorsement Standard (i) (VI)
6. identify patterns of normal development and patterns of exceptional development in major developmental areas (e.g., motor, social-affective, cognitive, sensory, communication, neurological) and their implications for service delivery (Boutot & Smith Myles, 2010; Hall, 2012) (CEC standard 1) (GaPSC Endorsement Standard (i) (VII))
7. discuss, analyze, and use tests and other strategies designed to assist in identification of autism spectrum disorders, as well as identification of pertinent educational characteristics and support needs of children and youth with autism spectrum disorders (Boutot & Smith Myles, 2010; Hall, 2012) (CEC standards 1, 4, 6) (GaPSC Endorsement Standards (i)(I); (i)(II); (iv)(I); (iv)(III); (vi)(I))
8. understand, analyze, and discuss the influence of cultural and racial group membeship, as well as socioeconomic and linguistic diversity, on identification of autism spectrum disorder, perception of disability and services, and provision of services (Boutot & Smith Myles, 2010; Hall, 2012; Sicile-Kira, 2014) (CEC standards 2 and 6) (GaPSC Endorsement Standards (ii); (iv)(I))

CEC Initial Specialty Set: Developmental Disabilities and Autism Spectrum Disorder: https://www.cec.sped.org/~/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20Developmental%20Disabilities%20and%20Autism%20Spectrum%20Disorder.pdf

Assignments and Evaluation Procedures

1. Resources Project: Individuals, pairs, or small groups of students will collect information pertaining to a topic of interest related to an important topic for this class – e.g., supports for ethnically, culturally, and socioeconomically diverse families of individuals with severe disabilities; age-related characteristics, service needs, and interventions for persons with severe disabilities of a particular age/status (e.g., youth transitioning out of school, children in preschool and primary grades). Elements to be incorporated will include information reflecting/regarding terminology, influential historical factors, and professional resources. Products will include a professional resources base (e.g., an annotated bibliography) and a product for presentation (e.g., power point presentation, brochure). Specific guidelines will be developed, reviewed, and discussed.
(Objectives 1-8 depending on topic selected; paper, self/peer evaluation form, rubric)

2. Influences Project: Given names of designated influential events and/or persons, etc., students will investigate and report on those items and their relevance to services for persons with severe disabilities. Specific guidelines will be provided and discussed.
(Objectives 1 , 2; short projects, rubric)

3. Assessment Project: Students will participate in activities designed to familiarize them with appropriate assessment used in the identification of children with ASD. Specific guidelines will be provided and discussed.
(Objectives 7; paper, rubric)

4. Supplemental Activities: A variety of specific activities designed to reinforce class content or provide a context for class content will be identified. Specific guidelines will be distributed and discussed.
(Objectives #1-8; mini-projects submitted in written form or electronically, rubrics)

Evaluation Procedures:

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions provided in written guidelines and/or discussed in class. Assignments will be graded according to number of points earned. Portions of assignments 1-4 in the chart below may be resubmitted for additional points after given corrective feedback, if desired. Portions are not likely to be "resubmittable." Also see the CLASS POLICIES section of this syllabus.

Assignment	# of Points
1. Resources Project	25 points total
2. Influences Project	25
3. Assessment Project	25
4. Supplemental Activities	25

Grading Policy:

A = 90-100 points
B = 80-89 points
C = 70-79 points
F = <70 points
Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the

Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

In addition to the above information the following policies apply to this course.

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

Attendance:

Extra Credit: There are no extra credit opportunities for this course.

Late Work: Late assignments will have a 20% deduction off the earned grade each day the assignment is late unless arrangements are made in advance.

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

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.

Extra Credit: Opportunities for extra credit will not be provided for this class.

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 9:00 am. on the due date as listed in the syllabus and on CourseDen. **Late assignments will have a 20% deduction off the earned grade each day the assignment is late unless arrangements are made in advance.**

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

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. The student should also periodically check their CourseDen D2L email for correspondence. The Instructor will also communicate through CourseDen D2L email system.

Additional Support Information

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

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

Student Services

Click on the following link **Student Services** for a listing of all services available to students at UWG.

Communication Rules

Communication Rules:

Network Etiquette - *Communication in an online environment takes special consideration. Consider including a list of tips as described below.*

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. Additionally, you can expect that Monday – Friday I will return emails within 24-48 hours.

CLASS OUTLINE (Schedule) (planned)

Week	Topic	Reading*	Evaluation**
1	• Course Overview • Get Acquainted		
2	• Severe Disabilities and Related Terminology • Program Standards • Intro to SS "strand"		**assignment:** Resources Project (and Artifact Reflection)
3	• Specific Conditions and Etiology		**assignment:** Conditions Fact Sheets & Scavenger Hunt (I)
4	• Political, Social, and Professional Influences		**assignment:** Influences Proj.
5	• Foundations of Appropriate Education, Collaboration, and Support • more SS "strand"		**assignment:** Conditions Fact Sheets & Scavenger Hunt (II)
6	• Identification		

	• Guest speaker		
7	• Identification, continued • Intelligence and Its Assessment		
8	• Nondiscriminatory and Specialized Assessment • Normal and Exceptional Development		**INFLUENCES PROJ.DUE** **assignment:** Assessment Project
9	• more Assessment • Individualized Planning		
10	• (continued) • Specific Topics • more Program Standards		
11	• Specific Topics		**Draft of Artifact Reflection DUE**
12	• Specific Topics – Resources Projects Presentations		**RESOURCES PROJECTS (some) DUE**
13	• Assessment activities		Portions of **ASSESSMENT PROJECT DUE**
14	• Specific Topics		**Artifact Reflections DUE**
15	• Specific Topics – Resources Projects Presentations • Assessment "Debriefing"		**RESOURCES PROJECTS (some) DUE** Portions of **ASSESSMENT PROJECT DUE**
16			Last Day for resubmissions

Program View (Read-Only)

Attachments
Current File: Certificate Only Tier II.pdf

Originator
College: College of Education
Department: Leadership, Research, and School Improvement
Originator: Nixon, Andy

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications
☑ Program Name ☐ Program Description ☑ Degree Name ☐ See Comments

Shared Governance Process
Senate Action Item (See Procedure)

Program Selection
College: College of Education
Existing Program (as shown in the DMA): PL Certification Only
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box): PL Certification Only (Tier II)
Program Location: On Line
Degree Level: Graduate
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box): Non-degree Certification (Tier II)
Effective Semester/Year: Summer 2017

Modification Details
The program name change aligns with the Georgia PSC Tier II Certificate requirements and the program course of study changes from 24 credit hours to 21 credit hours.

(Max 4000 characters)

Rationale
This change is required for UWG to continue to be able to be the state's leader in Educational Leadership. These changes are in line with the new Georgia Leadership Standards and the new Tier II Certification requirements.

(Max 4000 characters)

Attachments
Current File: Certificate Only Tier II.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [x] Change in credit hours required to complete the program
- [ ] Program deactivation
- [ ] None of these apply

Comments

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2016-10-06]
Associate Dean, College of Education

Andy Nixon [APPROVED 2016-10-06]
Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Certification Only –Tier II
Educational Leadership Program Sheet

Name: _____ Student # _____

Home Address: _____

District/Agency: _____ E-mail: _____

School/Department: _____

Supervising Administrator Name and Certificate Number: _____

Present Certification (Field and Level): _____

PLAN OF STUDY	Hours	Gr	Semester Planned
I. Performance-Based Residency Lab	**9**		
EDLE 8301 Leadership Residency Lab I	3		
EDLE 8302 Leadership Residency Lab II	3		
EDLE 8303 Leadership Residency Lab III	3		
II. Performance-Based Residency Courses	**12**		
EDLE 8304 Leadership for Organizational Change and Improvement	3		
EDLE 8305 Effective Management to Promote Student Learning	3		
EDLE 8306 Instructional Leadership for Improving Schools	3		
EDLE 8329 School Leadership in a Pluralistic and Diverse Society	3		
Total Program	**21**		

PROGRAM NOTES

1. Regular admission requires Tier I Certification (or a Ga PSC issued Professional L or PL Certificate in Educational Leadership).
2. Candidates must be employed in a leadership position as defined by the Ga PSC. As defined in 505-3-.77, the term leadership position refers to those positions requiring leadership certification as determined by the Ga PSC for placement on the state salary schedule.
3. Candidates must complete Residency Lab courses EDLE 8301, 8302, and 8303 in sequence.
4. Candidates must pass Ga PSC Ethics Assessment # 380 and the Georgia Educational Leadership Performance Assessment to be eligible for certification.
5. Application for certification should be submitted at the completion of the program to the Ga PSC.

CANDIDATE SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

Certification Only – PL6
Educational Leadership Program Sheet

Name: _____ UWG Student # _____

Home Address: _____

District/Agency: _____ E-mail: _____

School/Department: _____ Supervising Administrator: _____

Present Certification (Field and Level): _____

Admission Requirements		Completion Requirements	
_____	Date Admitted	N/A	Graduation Forms
_____	Residency Cohort (Number)	_____	Portfolio Review/Capstone
_____	Advising Professor (Name)	_____	GACE (Following Residency II)

PLAN OF STUDY	Hrs	Gr	Semester Planned	Transfer/ Sub
PSC Pre-Service Leadership Requirements or Leadership Degree	**6**			
EDLE 6316 School Law and Ethics	3			
EDLE 6312 Principles of Leadership	3			
I. Leadership Core Content	**6**			
EDLE 8312 (School Finance & Resource Mgt); EDLE 8324 (Ethical Leadership); EDLE 8329 (Leadership For Diversity); (Take any two of these)	3 3			
II. Performance-Based Residency Lab	**9**			
EDLE 8301 Leadership Residency Lab I	3			
EDLE 8302 Leadership Residency Lab II	3			
EDLE 8303 Leadership Residency Lab III	3			
III. Performance-Based Residency Courses	**9**			
EDLE 8304 Leadership for Organizational Change	3			
EDLE 8305 Effective Management to Promote Student Learning	3			
EDLE 8306 Instructional Leadership for Improving Schools	3			
Total Program	**24**			

PROGRAM NOTES

1. Regular admission requires a Leadership degree OR completion of PSC Pre-Service Requirements.
2. Candidates must serve in a leadership role or position at either the school building or system level that will enable the candidate to fully meet residency lab requirements. (GAPSC Rule 505.3.58)
3. Candidates must complete Residency Lab courses EDLE 8301, 8302, and 8303 in sequence.
4. Application for certification should be submitted at the completion of the program to the Certification Official in the Dean's Office, College of Education.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

Program View (Read-Only)

Originator

College	Department	Originator
College of Education	Dean's Office COE	Smith, Laura

What would you like to do?

(•) Terminate Existing Program

( ) Add New Track/Concentration ( ) Modify Existing Program ( ) Deactivate Existing Program ( ) Add New Program

Modifications

[ ] Program Name [ ] Program Description [ ] Degree Name [ ] See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Program Selection

College of Education
College

Specialist in Education with a Major in Secondary Education (mathematics)
Existing Program (as shown in the DMA)

Specialist in Education with a Major in Secondary Education (mathematics)
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Graduate
Degree Level

Specialist in Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall 2015
Effective Semester/Year

Modification Details

terminate

(Max 4000 characters)

Rationale

terminate due to low enrollment. No students currently enrolled

(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [ ] None of these apply

Comments

(Max 4000 characters)

College Approvals

Frank Butts [APPROVED 2015-06-19]
Chair, Course Department

Laura Smith [APPROVED 2015-06-19]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Education (College) | Dean's Office COE (Department) | Smith, Laura (Originator)

What would you like to do?

Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | (•) Terminate Existing Program | Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Program Selection

College of Education (College)

Specialist in Education with a Major in Secondary Education (science) (Existing Program (as shown in the DMA))

Specialist in Education with a Major in Secondary Education (science) (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))

Specialist in Education (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))

On Campus (Program Location) | Graduate (Degree Level)

Fall 2015 (Effective Semester/Year)

Modification Details

terminate

(Max 4000 characters)

Rationale

low enrollment. No students currently enrolled

(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [ ] None of these apply

Comments

(Max 4000 characters)

College Approvals

Frank Butts [APPROVED 2015-06-19]
Chair, Course Department

Laura Smith [APPROVED 2015-06-19]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Education (College) | Dean's Office COE (Department) | Smith, Laura (Originator)

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ◉ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Program Selection

College of Education (College)

Specialist in Education with a Major in Secondary Education (social studies) (Existing Program (as shown in the DMA))

Specialist in Education with a Major in Secondary Education (social studies) (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))

On Campus (Program Location) | Graduate (Degree Level)

Specialist in Education (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))

Fall 2015 (Effective Semester/Year)

Modification Details

terminate

(Max 4000 characters)

Rationale

low enrollment. No students currently enrolled

(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [ ] None of these apply

Comments

(Max 4000 characters)

College Approvals

Frank Butts [APPROVED 2015-06-19]
Chair, Course Department

Laura Smith [APPROVED 2015-06-19]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Education — College
Dean's Office COE — Department
Smith, Laura — Originator

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ◉ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Program Selection

College of Education — College
Specialist in Education with a Major in Secondary Education (English — Existing Program (as shown in the DMA)
Specialist in Education with a Major in Secondary Education (English — Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)
On Campus — Program Location
Graduate — Degree Level
Specialist in Education — Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)
Spring 2016 — Effective Semester/Year

Modification Details

Terminate

(Max 4000 characters)

Rationale

Terminate due to low enrollment. No students currently enrolled

(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

(Max 4000 characters)

College Approvals

Brian Mosier [APPROVED 2016-02-24]
Chair, Course Department

Laura Smith [APPROVED 2016-03-14]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Education
College

Dean's Office COE
Department

Smith, Laura
Originator

What would you like to do?

Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications

Program Name | Program Description | Degree Name | See Comments

Shared Governance Process

Senate Information Item (See Procedure)

Program Selection

College of Education
College

Specialist in Education with a Major in Physical Education
Existing Program (as shown in the DMA)

Specialist in Education with a Major in Physical Education
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Graduate
Degree Level

Specialist in Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Spring
Effective Semester/Year

2017

Modification Details

Terminate

(Max 4000 characters)

Rationale

This program was deactivated in 2007 and should now be terminated. No active students enrolled.

(Max 4000 characters)

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2016-10-06]
Chair, Course Department

Laura Smith [APPROVED 2016-10-06]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Lucretia
Bonnie Stevens
Dean Layton
RECEIVED
2005 MAR 28 AM 9:51

BOARD OF REGENTS
OF THE
UNIVERSITY SYSTEM OF GEORGIA

OFFICE OF THE CHANCELLOR
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE (404) 656-2202
FAX (404) 657-6979

March 16, 2005

President Beheruz N. Sethna
University of West Georgia
1600 Maple Street
Carrollton, Georgia 30118-0001

Dear President Sethna:

The University System's *Degrees & Majors Authorized* has been updated to reflect the following changes at the University of West Georgia:

- Renaming of the major in Physical Education Teaching and Coaching (CIP 13.131400) to the major in Physical Education (CIP 13.131401) under the existing Bachelor of Science in Education;
- Removing the major in Political Science/Secondary Education (CIP 45.100102) under the existing Bachelor of Arts degree (this corrects an error in D&MA);
- Deactivation of the major in Earth Science/Secondary Education (CIP 40.060100) under the existing Bachelor of Science in Education;
- Deactivation of the major in Gerontology (CIP 30.110100) under the existing Master of Arts;
- Deactivation of the major in Biology Teacher Education (CIP 13.132201) under the existing Master of Education;
- Deactivation of the major in Teaching Field-Mental Retardation (CIP 13.100601) under the existing Specialist in Education; and
- Deactivation of the major in Reading Instruction (CIP 13.131501) under the existing Specialist in Education.

These changes are effective immediately, based on administrative approval.

Sincerely,

Thomas C. Meredith
Chancellor

TCM/cmh

cc: Dr. Daniel S. Papp
Dr. Frank Butler
Dr. Cathie Mayes Hudson
Dr. Thomas Hynes, Jr.
Ms. Bonnie Stevens
Ms. Susan Whitman
Ms. Marci Middleton

STATE UNIVERSITY of
West Georgia

Division of Academic Affairs
Carrollton, Georgia 30118-4510
Office of the Vice President

February 8, 2005

Dr. Daniel S. Papp
Sr. Vice Chancellor
Academics and Fiscal Affairs
Board of Regents of the University System of Georgia
270 Washington St., SW
Atlanta, GA 30334-1450

Dear Dr. Papp:

I am writing to request that the system office make the following revisions in the USG listing of degrees for the University of West Georgia to correct degree titles, CIP codes, and status. These revisions will reconcile the USG listing with our institutional listing and allow us to report the proper CIP codes for the upcoming SIRS count in March. The changes that need to be made are as follows:

- Change the title of the BSED degree in Physical Education Teaching and Coaching, with a CIP code of 13131400 to BSED in Physical Education, with a CIP code of 13131401.
- Change the title of the BA degree in Chemistry, General, with a CIP code of 40050101 to BA in Chemistry, with a CIP code of 40050100.
- Change the title of the BS degree in Geology/Earth Science, General to BS degree in Earth Science/Secondary Education. CIP code of 40060100 is unchanged.
- Remove the BA in Political Science/Secondary Education – as has been reported previously, this degree program was never approved through the institution's program approval process and the department chose not to revise and re-submit their request.
- Deactivate the following degree programs, as they are no longer being offered:
    1) BSES Bachelor of Science in Earth Sciences/Secondary Education
    2) MA Gerontology
    3) MED Biology Teacher Education
    4) EDS Mental Retardation Teaching Field
    5) EDS Reading Instruction

Thank you for your consideration of our request. If you have any questions or need additional information, please let us know.

Sincerely,

Thomas J. Hynes, Jr.
Vice President for Academic Affairs

cc: Dr. Frank Butler
Ms. Marci Middleton
Ms. Susan Whitman

Program View (Read-Only)

Attachments
Current File: BOR_Documentation_Letter_Deactivation_FebandMarch2005.pdf

Originator
College of Education (College) | Dean's Office COE (Department) | Smith, Laura (Originator)

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | (•) Terminate Existing Program | Add New Program

Modifications
Program Name | Program Description | Degree Name | See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection
College of Education (College)
Specialist in Education with a Major in Reading Instruction (Existing Program (as shown in the DMA))
Specialist in Education with a Major in Reading Instruction (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))
On Campus (Program Location) | Graduate (Degree Level)
Specialist in Education (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))
Spring | 2017 (Effective Semester/Year)

Modification Details
Terminate
(Max 4000 characters)

Rationale
This program was deactivated in 2005 and should now be terminated. No active students currently enrolled BOR approval of deactivation is attached.
(Max 4000 characters)

Attachments
Current File: BOR_Documentation_Letter_Deactivation_FebandMarch2005.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

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- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2016-10-06]
Chair, Course Department

Laura Smith [APPROVED 2016-10-06]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Lucretia
Bonnie Stevens
Dean Gagnon
Dean Layton

RECEIVED
DPAA
2005 MAR 28 AM 9:51

BOARD OF REGENTS
OF THE
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Chancellor

TCM/cmh

cc: Dr. Daniel S. Papp
Dr. Frank Butler
Dr. Cathie Mayes Hudson
Dr. Thomas Hynes, Jr.
Ms. Bonnie Stevens
Ms. Susan Whitman
Ms. Marci Middleton

STATE UNIVERSITY of West Georgia

Division of Academic Affairs
Carrollton, Georgia 30118-4510
Office of the Vice President

February 8, 2005

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Sr. Vice Chancellor
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Board of Regents of the University System of Georgia
270 Washington St., SW
Atlanta, GA 30334-1450

Dear Dr. Papp:

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- Change the title of the BSED degree in Physical Education Teaching and Coaching, with a CIP code of 13131400 to BSED in Physical Education, with a CIP code of 13131401.
- Change the title of the BA degree in Chemistry, General, with a CIP code of 40050101 to BA in Chemistry, with a CIP code of 40050100.
- Change the title of the BS degree in Geology/Earth Science, General to BS degree in Earth Science/Secondary Education. CIP code of 40060100 is unchanged.
- Remove the BA in Political Science/Secondary Education – as has been reported previously, this degree program was never approved through the institution's program approval process and the department chose not to revise and re-submit their request.
- Deactivate the following degree programs, as they are no longer being offered:
    1) BSES Bachelor of Science in Earth Sciences/Secondary Education
    2) MA Gerontology
    3) MED Biology Teacher Education
    4) EDS Mental Retardation Teaching Field
    5) EDS Reading Instruction

Thank you for your consideration of our request. If you have any questions or need additional information, please let us know.

Sincerely,

Thomas J. Hynes, Jr.
Vice President for Academic Affairs

cc: Dr. Frank Butler
Ms. Marci Middleton
Ms. Susan Whitman

Program View (Read-Only)

Attachments
Current File: BOR_Documentation_Letter_Deactivation_FebandMarch2005.pdf

Originator
College of Education (College) | Dean's Office COE (Department) | Smith, Laura (Originator)

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | (•) Terminate Existing Program | Add New Program

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection
College of Education (College)
Specialist in Education with a Major in Teaching Field - Mental Retardation (Existing Program (as shown in the DMA))
Specialist in Education with a Major in Teaching Field - Mental Retardation (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))
On Campus (Program Location) | Graduate (Degree Level)
Specialist in Education (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))
Spring 2017 (Effective Semester/Year)

Modification Details
Terminate
(Max 4000 characters)

Rationale
This program was deactivated in 2005 and should now be terminated. No active students currently enrolled BOR approval of deactivation is attached.
(Max 4000 characters)

Attachments
Current File: BOR_Documentation_Letter_Deactivation_FebandMarch2005.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2016-10-06]
Chair, Course Department

Laura Smith [APPROVED 2016-10-06]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Lucretia
Bonnie Stevens
Gordon
Dean Layton

RECEIVED
D/FAA
2005 MAR 28 AM 9:51

BOARD OF REGENTS
OF THE
UNIVERSITY SYSTEM OF GEORGIA

OFFICE OF THE CHANCELLOR
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE (404) 656-2202
FAX (404) 657-6979

March 16, 2005

President Beheruz N. Sethna
University of West Georgia
1600 Maple Street
Carrollton, Georgia 30118-0001

Dear President Sethna:

The University System's *Degrees & Majors Authorized* has been updated to reflect the following changes at the University of West Georgia:

- Renaming of the major in Physical Education Teaching and Coaching (CIP 13.131400) to the major in Physical Education (CIP 13.131401) under the existing Bachelor of Science in Education;
- Removing the major in Political Science/Secondary Education (CIP 45.100102) under the existing Bachelor of Arts degree (this corrects an error in D&MA);
- Deactivation of the major in Earth Science/Secondary Education (CIP 40.060100) under the existing Bachelor of Science in Education;
- Deactivation of the major in Gerontology (CIP 30.110100) under the existing Master of Arts;
- Deactivation of the major in Biology Teacher Education (CIP 13.132201) under the existing Master of Education;
- Deactivation of the major in Teaching Field-Mental Retardation (CIP 13.100601) under the existing Specialist in Education; and
- Deactivation of the major in Reading Instruction (CIP 13.131501) under the existing Specialist in Education.

These changes are effective immediately, based on administrative approval.

Sincerely,

Thomas C. Meredith
Chancellor

TCM/cmh

cc: Dr. Daniel S. Papp
Dr. Frank Butler
Dr. Cathie Mayes Hudson
Dr. Thomas Hynes, Jr.
Ms. Bonnie Stevens
Ms. Susan Whitman
Ms. Marci Middleton

STATE UNIVERSITY of
West Georgia

Division of Academic Affairs
Carrollton, Georgia 30118-4510
Office of the Vice President

February 8, 2005

Dr. Daniel S. Papp
Sr. Vice Chancellor
Academics and Fiscal Affairs
Board of Regents of the University System of Georgia
270 Washington St., SW
Atlanta, GA 30334-1450

Dear Dr. Papp:

I am writing to request that the system office make the following revisions in the USG listing of degrees for the University of West Georgia to correct degree titles, CIP codes, and status. These revisions will reconcile the USG listing with our institutional listing and allow us to report the proper CIP codes for the upcoming SIRS count in March. The changes that need to be made are as follows:

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Thank you for your consideration of our request. If you have any questions or need additional information, please let us know.

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Vice President for Academic Affairs

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Ms. Marci Middleton
Ms. Susan Whitman

Program View (Read-Only)

Attachments
Current File: BOR_Documentation_Letter_Deactivation_FebandMarch2005.pdf

Originator

College	Department	Originator
College of Education	Dean's Office COE	Smith, Laura

What would you like to do?
○ Add New Track/Concentration ○ Modify Existing Program ○ Deactivate Existing Program ◉ Terminate Existing Program ○ Add New Program

Modifications
☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection

College of Education
College

Master of Education with a Major in Biology Teaching Education
Existing Program (as shown in the DMA)

Master of Education with a Major in Biology Teaching Education
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Graduate
Degree Level

Master of Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Spring
Effective Semester/Year

2017

Modification Details
Terminate
(Max 4000 characters)

Rationale
This program was deactivated in 2005 and should now be terminated. No active students currently enrolled BOR approval of deactivation is attached.
(Max 4000 characters)

Attachments
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SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

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- [ ] New instructional site at which more than 50% of program is offered
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- [ ] Program deactivation
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Comments

(Max 4000 characters)

College Approvals

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Chair, Course Department

Laura Smith [APPROVED 2016-10-06]
Associate Dean, College of Education

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Lucretia
Bonnie Stevens
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Dean Layton
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Chancellor

TCM/cmh

cc: Dr. Daniel S. Papp
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Dr. Cathie Mayes Hudson
Dr. Thomas Hynes, Jr.
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STATE UNIVERSITY of
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Carrollton, Georgia 30118-4510
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February 8, 2005

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Sr. Vice Chancellor
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Board of Regents of the University System of Georgia
270 Washington St., SW
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Thomas J. Hynes, Jr.
Vice President for Academic Affairs

cc: Dr. Frank Butler
Ms. Marci Middleton
Ms. Susan Whitman

Program View (Read-Only)

Attachments
Current File: BOR Documentation_Letter_Deactivation_2007.pdf

Originator
College of Education (College) | Dean's Office COE (Department) | Smith, Laura (Originator)

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications
Program Name | Program Description | Degree Name | See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection
College of Education (College)
Master of Education with a Major in Teaching Field - English (Existing Program (as shown in the DMA))
Master of Education with a Major in Teaching Field - English (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))
On Campus (Program Location) | Graduate (Degree Level)
Master of Education (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))
Spring | 2017 (Effective Semester/Year)

Modification Details
Terminate
(Max 4000 characters)

Rationale
This program was deactivated in 2007 and should now be terminated. No active students currently enrolled BOR approval of deactivation is attached.
(Max 4000 characters)

Attachments
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SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2016-10-06]
Chair, Course Department

Laura Smith [APPROVED 2016-10-06]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Forward to Kathy Jones

FILE

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

CHANCELLOR ERROLL B. DAVIS, JR.
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE #. 404.656.2202
FAX #. 404.657.6979
EMAIL: CHANCELLOR@USG.EDU

March 8, 2007

MAR 21 RECD

Dr. Thomas J. Hynes, Jr.
President (Acting)
University of West Georgia
1601 Maple Street
Carrollton, Georgia 30118 - 0001

Dear President Tim Hynes,

The Board of Regents, at its meeting on February 14, 2007 approved the University of West Georgia's reconfiguration of existing Master of Education and Specialist in Education programs. The following reconfigured programs were approved: M.Ed. with a major in Secondary Education (CIP# 13120501) and Ed.S. with a major in Secondary Education (CIP# 13120501).

Because the possibility exists that students are matriculating through existing Master of Education and Specialist in Education majors, we will deactivate the following programs until further notice is received that the majors have no enrollments:

- Master of Education with a major in the following Teaching Fields: English (13130501), Mathematics (13131101), Science (13131601), and Social Studies (13131801)
- Specialist in Education with a major in the following Teaching Fields: English (13130501), Mathematics, (13131101), Science (13131601), and Social Studies (13131801).

Approval of the reconfiguration of degrees is effective immediately.

Sincerely,

Erroll B. Davis, Jr.
Chancellor

EBD/mmm

Cc: Dr. Beheruz N. Sethna, Chief Academic Officer/Executive Vice Chancellor (Interim)
Dr. Sandra S. Stone, Vice Chancellor, Academic Planning and Programs
Dr. Micheal Crafton, Vice President for Academic Affairs (Interim)
Dr. Cathie Mayes Hudson, Associate Vice Chancellor, Strategic Research and Analysis
Ms. Susan Whitman, Coordinator, University System Information
Ms. Marci M. Middleton, Director, Academic Program Coordination

Program View (Read-Only)

Attachments
Current File: BOR Documentation_Letter_Deactivation_2007.pdf

Originator

College	Department	Originator
College of Education	Dean's Office COE	Smith, Laura

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | ◉ Terminate Existing Program | Add New Program

Modifications
Program Name | Program Description | Degree Name | See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection

College of Education
College

Master of Education with a Major in Teaching Field - Mathematics
Existing Program (as shown in the DMA)

Master of Education with a Major in Teaching Field - Mathematics
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Graduate
Degree Level

Master of Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Spring 2017
Effective Semester/Year

Modification Details

```
Terminate
```

(Max 4000 characters)

Rationale

This program was deactivated in 2007 and should now be terminated. No active students currently enrolled. BOR approval of deactivation is attached.

(Max 4000 characters)

Attachments
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SACSCOC Substantive Change

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Comments

(Max 4000 characters)

College Approvals

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Chair, Course Department

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Final Approval

David Jenks [REQUIRED]
Final Approver

Forward to Kathy Jones
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Program View (Read-Only)

Attachments
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Originator
College of Education (College) | Dean's Office COE (Department) | Smith, Laura (Originator)

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications
Program Name | Program Description | Degree Name | See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection
College of Education (College)
Master of Education with a Major in Teaching Field - Science (Existing Program (as shown in the DMA))
Master of Education with a Major in Teaching Field - Science (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))
On Campus (Program Location) | Graduate (Degree Level)
Master of Education (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))
Spring | 2017 (Effective Semester/Year)

Modification Details
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Rationale
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Comments

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College Approvals

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Program View (Read-Only)

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Originator

College	Department	Originator
College of Education	Dean's Office COE	Smith, Laura

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications
Program Name | Program Description | Degree Name | See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection

College of Education
College

Master of Education with a Major in Teaching Field - Social Studies
Existing Program (as shown in the DMA)

Master of Education with a Major in Teaching Field - Social Studies
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Graduate
Degree Level

Master of Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Spring 2017
Effective Semester/Year

Modification Details
Terminate
(Max 4000 characters)

Rationale
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Ms. Susan Whitman, Coordinator, University System Information
Ms. Marci M. Middleton, Director, Academic Program Coordination

Program View (Read-Only)

Attachments
Current File: Business Education Program Approved Course Substitutions.pdf

Originator
College of Education (College) | Dean's Office COE (Department) | Smith, Laura (Originator)

What would you like to do?
Add New Track/Concentration | Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications
Program Name | Program Description | Degree Name | See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection
College of Education (College)
Master of Business Education (M.Ed.) (Existing Program (as shown in the DMA))
Master of Business Education (M.Ed.) (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))
On Campus (Program Location) | Graduate (Degree Level)
Master of Education (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))
Spring | 2017 (Effective Semester/Year)

Modification Details
(Max 4000 characters)

Rationale
The COE in collaboration with RCOB wishes to deactivate the M.Ed. in Business Education because of extremely low enrollment over the last 3 years due to the following reasons:
1) The B.S. Ed. with a major in Business Education was terminated Spring 2013 thus there are no longer any students who wish to pursue advanced study in this field.
2) RCOB is no longer admitting students to the M.Ed. degree.
3) The only pathway to the initial certification is now the MAT in Business Education which is housed in the COE.

Currently, there are 12 active students in the degree. All students have received advisement and course substitutions as a phase-out plan to complete the degree. The phase-out plan with course substitutions is attached.

(Max 4000 characters)

Attachments
Current File: Business Education Program Approved Course Substitutions.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [x] Program deactivation
- [ ] None of these apply

Comments

(Max 4000 characters)

College Approvals

Salil M. Talpade [APPROVED 2016-08-18]
Chair, Course Department

Laura Smith [APPROVED 2016-10-04]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

M.ED. in BUSINESS EDUCATION
(SUBSTITUTIONS DUE TO DEACTIVATION OF PROGRAM)

CURRENT COURSE	SUBSTITUTION COURSE
AREA A	
ABED 6100—Strategic Business Communication	N/A
ABED 6106—Evaluation & Testing in Bus. Ed.	MEDT 7476—Assess Lrn in Tech-Enh Instr
ABED 6107—Instructional Strategies for Tech.	MEDT 6401—Media and Technology Or MEDT 7462—Internet Tools, Resources, & Iss
ABED 6128—Instructional Strategies for Bus.	MEDT 7461—Instructional Design
ABED 6146—Supervision and Leadership	**GRADUATE LEVEL BUSINESS COURSE**
ABED 6160—Current Practices in Wrkfrce Dvelpmt	**GRADUATE LEVEL BUSINESS COURSE**
ABED 6183—Research in Business Education	EDRS 6301—Research in Education
ABED 6537—Methods of Teaching Bus. Ed.	**GRADUATE LEVEL BUSINESS COURSE** OR SEED 7266—Advanced Instructional Strategies for 21st Century Classroom
ELECTIVE	**GRADUATE LEVEL BUSINESS COURSE**
AREA B	
CEPD 6101—Psychology of Classroom Learning	N/A
SPED 6706—Special Education in Reg. Classroom	N/A OR **GRADUATE LEVEL BUSINESS COURSE**
EDFD 7303—Culture & Society in Education EDFD 7305—History of American Education EDFD 7307—Critical Issues in Education EDFD 7309—Philosophical Foundations of Ed.	N/A OR **GRADUATE LEVEL BUSINESS COURSE**

Program View (Read-Only)

Attachments
Current File: MAT program sheet April 2016.pdf

Originator
College of Education (College) | Literacy and Special Education (Department) | Bucholz, Jessica (Originator)

What would you like to do?
Add New Track/Concentration | (•) Modify Existing Program | Deactivate Existing Program | Terminate Existing Program | Add New Program

Modifications
Program Name | Program Description | Degree Name | [x] See Comments

Shared Governance Process
Senate Information Item (See Procedure)

Program Selection
College of Education (College)
Master of Arts (MAT: Special Education) (Existing Program (as shown in the CMA))
Master of Arts (MAT: Special Education) (Program Name (You can only edit this if you checked 'Program Name' in the Modifications box))
On Line (Program Location)
Graduate (Degree Level)
MAT (Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box))
Spring 2017 (Effective Semester/Year)

Modification Details
The current special education courses that are part of the MAT program are offered 100% online. We are making a change to make the program more than 95% online.

(Max 4000 characters)

Rationale
Our students come from all over the state of Georgia and offering courses online has met the needs of these students. Officially making this program more than 95% online will match our current course offerings.

(Max 4000 characters)

Attachments
Current File: MAT program sheet April 2016.pdf

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program

- [ ] Significant departure from previously approved programs
- [ ] New instructional site at which more than 50% of program is offered
- [ ] Change in credit hours required to complete the program
- [ ] Program deactivation
- [x] None of these apply

Comments

The current special education courses that are part of the MAT program are offered 100% online. We are making a change to make the program more than 95% online.

(Max 4000 characters)

College Approvals

Jill Drake [APPROVED 2016-08-29]
Chair, Course Department

Laura Smith [APPROVED 2016-09-01]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-11-02]
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Program Sheet
Master of Arts in Teaching – Special Education-General Curriculum (4/2016)

Name_____ **Student ID**_____

Courses	Credits	Transfer/ Substitute	Semester		Grade
			Planned	Taken	
Professional Education Foundation	**15**				
1. SPED 6706 Special Education in the Regular Classroom	3				
2. SPED 6709 Ethics, Rules, & Regulations in Special Educ.	3				
3. SPED 6715 Characteristics (General Curriculum)	3				
4. MEDT 6401 Instructional Technology	3				
5. SPED 7721 Assessment in Special Education	3				
Pedagogical Content Courses	**12**				
6. SPED 6766 Basic Curriculum & Methods (General Curric.)	3				
7. SPED 6761 Classroom Behavior Management	3				
8. SPED 6767 Advanced Curriculum & Methods (Gen Curric)	3				
9. SPED 7722 Collaboration in Special Education	3				
Internship	**6**				
10. SPED 6792 Practicum I: Special Education	3				
11. SPED 6793 Practicum II: Special Education	3				
Comprehensive Exam					
SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education	0				
Total Professional Education Courses	**33**				
Courses recommended by advisor if needed for required Concentration*					

*A concentration required for initial certification is not met within this program. For admission, students must have completed a set of classes that will count as one of the required concentrations in Mathematics, Reading, Science, Social Sciences, Language Arts, or Reading. It is possible to complete a set of classes while enrolled in this program, but these classes will not count for classes that are required in the program.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature _____ **Date** _____

Advisor Signature _____ **Date** _____

Addenda IV: Faculty Development

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the Ombuds office only that an agreement was or was not reached.

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

107.0206 Limitations to Mediation

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students' work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

107.03 Grievance Procedures

Before requesting a grievance hearing, a person having a grievance shall attempt to resolve the issue within 60 working days of the initiation of the grievance process through the level of the Provost. The Provost will submit a formal grievance to the chair of the Faculty Development Committee.

The initialization of a grievance shall not preclude attempts to resolve a dispute by means of Alternative Dispute Resolution (see Section 107). The person should understand that a committee appointed to hear the grievance functions to study the case and to make recommendations; it is not empowered to reverse decisions.

107.0301 A person submitting grievance shall follow the stated procedures at each level.

107.0302 Department Chair (or Supervisor)

A. The aggrieved person shall first discuss the grievance with the appropriate department chair.

B. If the matter is not resolved at this level, the person should prepare a written statement clearly delineating the grievance, supplying appropriate documentation.

C. Simultaneously, the department chair shall prepare a written statement to justify his or her action.

D. These documents shall be forwarded to the next highest administrative level.

107.0303 Dean of College (or comparable Administrator)

A. Upon receipt of the documents, the dean of the college shall review the grievance in consultation, if necessary, with the person involved, the department chair, and/or any other persons who might provide useful information.

B. If the grievance is not resolved at this level, the dean shall prepare a written statement describing his or her actions and justifying his or her decision.

C. The folder of documents including the dean's statement shall be forwarded to the next highest administrative level.

107.0304 Provost and Vice President for Academic Affairs

A. The Provost and Vice President for Academic Affairs shall review all statements concerning the case. He or she may consult with the involved dean, department chair, and faculty member before rendering a decision on the grievance.

B. If the person filing the grievance is not satisfied with the decision, the Provost and Vice President for Academic Affairs shall forward the folder including a written statement of the decision and justification to the chair of the Faculty Senate Faculty Development Committee, who will initiate the formation of a Subcommittee on Faculty Grievances. A new Subcommittee on Faculty Grievances will be formed each time a grievance is submitted.

C. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Provost and Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the *Faculty Handbook* describing the grievance procedures on campus. The petitioner will be informed that the Faculty Development Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through channels.

107.0305 The Formation and Work of a Subcommittee on Faculty Grievances

A. The Faculty Development Committee will choose by majority vote a chair for the Subcommittee on Faculty Grievances from among tenured UWG faculty. The chair of the Faculty Development Committee may not serve as the chair of the Subcommittee on Faculty Grievances. A new Subcommittee on Faculty Grievances will be formed each time a grievance is submitted, with a new chair chosen for each grievance. The service of the chair of the Subcommittee on Faculty Grievances will be agreed upon by any involved administrators and by the faculty member submitting the grievance.

B. Upon receipt of the folio concerning the grievance, the chair of the Subcommittee on Faculty Grievances shall consult with the chair of the Faculty Development Committee. They shall discuss the grievance petition and identify persons who might be best suited to constitute a committee to hear this grievance. The appointed committee shall be constituted in an effort to ensure that the aggrieved person receives a fair and impartial hearing.

1. In most cases, a seven-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts and Humanities, one from the College of Science and Mathematics, one from the College of Social Sciences, one from the Richards College of Business, one from the College of Education, one from the School of Nursing, and one from the Library.

2. The chair of the Subcommittee on Faculty Grievances will contact on an individual basis the persons identified as prospective committee members to determine their willingness to serve and their acceptability (re: impartiality, fairness, absence of conflict of interest). Their service as committee members will also be agreed to by any involved administrators and by the faculty member submitting the grievance.

3. The chair of the Subcommittee on Faculty Grievances is required to convene meetings to hear the grievance petition and is responsible for writing the final draft of the committee's report regarding the grievance.

C. The Subcommittee on Faculty Grievances has the authority to conduct inquiries into faculty grievances and to present to the President (via the Provost and Vice President for Academic Affairs) its recommendations for appropriate responses to the grievance it has considered. It is the responsibility of the Subcommittee on Faculty Grievances to determine whether there is substance to the grievance brought before it and, if so, to attempt to resolve the grievance. In carrying out this responsibility, the Subcommittee on Faculty Grievances reviewing the grievance may examine decision-making processes related to that grievance to determine whether or not such processes were handled fairly, professionally, and in accordance with university policy. To this end, faculty members, administrators, and designated committee members involved in or knowledgeable about particular issues pertaining to the grievance may be asked by the committee hearing the grievance to provide clarifying information and/or to discuss and defend their actions related to grievance charges. The Subcommittee on Faculty Grievances members may interview persons that the aggrieved faculty member and/or the administration feels would be helpful in getting the clearest picture of what has occurred.

The aggrieved individual should be provided every opportunity to fully state his or her contentions to the Subcommittee on Faculty Grievances, and the Subcommittee on Faculty Grievances should make every reasonable effort to understand the facts and the substance of an aggrieved person's allegations before rendering its report and recommendation(s).

Respecting due process and confidentiality, faculty members serving on a Subcommittee on Faculty Grievances will not discuss the grievance or set of grievances with the aggrieved individual, other administrative or non-administrative colleagues, or with students, except when as such contacts are agreed to by the Subcommittee on Faculty Grievances as an authorized part of their role in reviewing said grievance(s).

D. Hearings may be informal or formal. If the involved parties agree, an informal hearing may be held that gives all parties in the dispute the opportunity to present evidence and make their case. Should the Subcommittee on Faculty Grievances determine that a formal hearing is appropriate, the following guidelines for conducting such a hearing shall be adhered to:

1. An oath or affirmation shall be administered to all persons expected to testify in the

hearing by any person authorized by law to administer oaths in the State of Georgia.

2. All witnesses (except the principal parties), if they expect to testify, shall leave the room following the administration of the oath until called upon to testify.

3. The burden of proof is on the aggrieved party to sustain his or her allegations by appropriate evidence, and the administrative spokesperson or other appropriate party shall have the opportunity to respond.

4. The Subcommittee on Faculty Grievances shall allocate an amount of time to each side. Time shall be charged only against the party asking the questions. Time used by the Subcommittee on Faculty Grievances members in questioning witnesses shall not be charged against either party.

5. The Subcommittee on Faculty Grievances has no subpoena powers, so the parties involved in a formal grievance hearing are responsible for producing witnesses, advisors and evidence. The Subcommittee on Faculty Grievances, however, may request the appearance of witnesses whose testimony it believes would be helpful to its purposes.

6. Each party may present an opening statement of not more than 10-15 minutes. The aggrieved person makes his or her presentation first, and then the opposing party shall have an opportunity to make its presentation.

7. Following the opening statements, the aggrieved party may then call witnesses to present evidence in support of his or her side of the case. He or she may question these witnesses or ask that the witnesses be permitted to make a narrative statement. When the aggrieved person has concluded his or her questioning of a given witness, the administrative spokesperson or other appropriate party shall be provided an opportunity to question (cross-examine) this witness.

8. When the aggrieved person has concluded with his or her witnesses, the administration or other appropriate party may proceed with its witnesses, if it chooses to call any. The administration or other appropriate party may question its witnesses, or ask that the witnesses be permitted to make a narrative statement. When the administrative spokesperson or other appropriate party has concluded his or her questioning of a given witness, the aggrieved party shall be provided an opportunity to question (cross-examine) this witness.

9. The Subcommittee on Faculty Grievances may question each witness after both parties have concluded their questions. During the hearing, once each party's witnesses have testified, the Subcommittee on Faculty Grievances may question both parties in an effort to clarify various aspects of the grievance petition.

10. The aggrieved person and the administration's spokesperson (or other appropriate party) shall be present during the entire proceeding, including the examination of all witnesses.

11. Witnesses and any other evidence provided must address issues discussed in the grievance petition, not inconsequential matters. Any evidence which may assist the

Subcommittee on Faculty Grievances in reaching a decision should be admitted into the record; however, the chair may exercise discretion to exclude any evidence which is not pertinent to the case. The scope of questions asked by appropriate persons shall not be limited by the chair unless it appears that the questions are wholly irrelevant to the purpose of the hearing or the questions are asked solely to embarrass, harass, or intimidate the witness.

12. The chair may allow informal exchanges and comments between parties or among Subcommittee on Faculty Grievances members and participants. The chair may require that the hearing be conducted on a more formal basis when he or she believes this approach will be more conducive to an orderly hearing. Neither party shall be allowed to interfere with the orderly presentation of the other's case. Personal abuse, harassment or obscene language is to be considered out-of-order.

13. Each party may bring to the hearing an advisor who may be present during the entire proceeding, but shall not be called as a witness or speak for the parties. In addition, each party may bring up to three other persons (not witnesses) to act as observers, if desired.

14. The hearing shall be audio recorded.

15. All witnesses and parties to this matter must be present at the time designated for the swearing in, regardless of their time of appearance. When a witness cannot appear because of illness or other cause acceptable to the Subcommittee on Faculty Grievances , the sworn statement (affidavit) of the witness may be introduced into the record and served on the opposing party, who should be allowed additional time, not to exceed three (3) working days following the completion of the hearing, to file counter-affidavits.

16. The party introducing written evidence should identify the evidence for the record (unless the opposite party agrees to its authenticity), preferably by calling a witness with firsthand knowledge of the document. Since the legal rules of evidence do not apply, however, it shall be sufficient if the party simply describes the documents, their source, and what the introduction of such documents is intended to prove. The chair should announce that the document is admitted into the record if that is his or her decision. Documentary (written) evidence introduced by the Subcommittee on Faculty Grievances or by either party should be marked for identification by the person making a record of the hearing. Generally, Subcommittee on Faculty Grievances evidence should be marked ~~C-1, C-2, C-3, etc.~~

17. Evidence presented by the person bringing the grievance should be marked G-1, G-2, G-3, etc. Evidence presented by the administration or other appropriate party in response to the grievance will be marked A-1, A-2, A-3, or R-1, R-2, R-3, respectively.

18. If the hearing cannot be concluded in the time established by the Subcommittee on Faculty Grievances, the chair of the Subcommittee on Faculty Grievances shall adjourn the hearing for the day and reconvene at the earliest possible time convenient to all parties involved.

19. At the conclusion of the hearing, the administration (or other appropriate party) may make a closing statement (not more than 15 minutes in length). Then the aggrieved

person may make a closing statement (not more than 15 minutes in length). As the aggrieved person bears the burden of proof in this hearing, he or she may wish to reserve part of his or her closing statement for rebutting the closing argument of the administrative spokesperson or other appropriate party.

20. Each party shall have three (3) working days following the hearing to file any counter-affidavits or responses with the Subcommittee on Faculty Grievances. If neither party wishes to submit additional documentary evidence after the hearing is concluded, the chair shall announce that the record is closed. If either party asks to present additional evidence, additional time not to exceed three (3) working days may be granted, with the other party granted an additional three (3) working days to rebut the evidence. The chair shall announce the record then be closed, and thereafter no further evidence shall be received. Copies of evidence presented shall be sent by the party presenting it to the opposite party.

21. The Subcommittee on Faculty Grievances shall develop its findings and formulate its recommendations based on the evidence submitted to it by the parties involved. This evidence includes all written material submitted to it prior to the hearing and attested to at the hearing, all evidence produced at the hearing itself, and any counter-affidavits or responses filed with the Hearing Committee before the record is closed.

22. Immediately after the conclusion of the hearing, the Subcommittee on Faculty Grievances shall meet privately to discuss their initial reaction to the case and the evidence. As soon as the record (transcript, recording, etc.) of the hearing is available, each Hearing Committee member shall carefully review it before reaching a decision. The Subcommittee on Faculty Grievances shall then meet again, discuss the case and reach its decision, which is then written and signed. The decision does not have to be unanimous and a minority report may be filed.

E. This committee shall forward its decision with justifications to the chair of the Faculty Development Committee who shall present it to the full committee for consideration.

F. The report of the Subcommittee on Faculty Grievances will follow the guidelines stated below:

1. Findings of Fact: A brief summary of the facts as determined by the Committee hearing the grievance from the evidence presented at the hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.

2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.

3. Recommendation: A statement specifying the action the Hearing Committee recommends. The Hearing Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Hearing Committee report should include only such factual recitals as necessary to present and decide the issues.

G. This committee shall forward its report to the chair of the Faculty Development Committee who shall present it to the Faculty Development Committee for its consideration. The chair of the Faculty Development Committee may request that one or more members of the Subcommittee on Faculty Grievances be present when the report is presented to the Faculty Development Committee.

1. The chair of the Faculty Development Committee shall submit the evidence and the report as accepted or rejected by the full committee to the Provost and Vice President for Academic Affairs.

2. Simultaneously, a letter stating that action has been taken concerning the grievance and a copy of the report approved by the Faculty Development Committee shall be transmitted to the aggrieved person.

3. The Provost and Vice President for Academic Affairs shall assume responsibility for transmitting all information back down the appeal chain.

107.0306 President of the University

If the grievance is not resolved at this point, the aggrieved person may appeal to the next highest level -- the President of the University.

108 Non-renewal of Non-tenured Faculty During Times of Financial Exigency

108.01 Criteria
The following criteria are to be used in determining the comparative value of non-tenured faculty to a department or area in order to determine which faculty members will not be rehired when faculty is to be reduced because of financial exigency. The first two are clearly interrelated and most important. The others are of lesser importance.

108.0101 Departmental (Area) Needs

108.0102 Teaching Effectiveness

108.0103 Service to the Department and University

~~**108.0104 Professional Growth**~~

108.0105 Academic Achievement

108.0106 Number of Academic Years of Service to the Institution

108.0107 Service to the Community

Definitions of criteria 2,3,4,5, and 6 are included in the promotions documents.

Each spring semester departmental needs are to be determined by the department chair in consultation with faculty members who shall assess the effectiveness and value of each program

Proposed Revision

107.03 Grievance Procedures

A. **Initiating a Grievance.** The Grievance Process will begin when a Complainant files a formal complaint with the respondent's immediate supervisor. It will continue, if no satisfactory resolution is reached, with appeals up the administrative chain through the level of Provost. When all administrative appeals are exhausted, parties may request a formal grievance hearing by filing a formal petition with the Chair of the Faculty Development Committee. The parties should understand that a committee appointed to hear the grievance functions solely to study the case and to make recommendations to the President of the University; it is not empowered to make or reverse decisions.

B. **Definitions**

Complainant: A faculty member who has a complaint or grievance.

Due Process: A meaningful opportunity to be heard at each stage in the process. While it may or may not require trial-like processes, it does include the opportunity to know and counter opposing claims, characterizations and arguments and the expectation that any persons charged with hearing the dispute will be neutral.

Grievance: A formal complaint that has not been resolved through available dispute resolution processes or by administrative review.

Faculty Grievance Committee: A select faculty committee established through the Faculty Development Committee to hear a given grievance.

Parties: The complainant and the respondent.

Grievance Complaint Record: The exclusive record for decisions including all documents submitted as part of a Grievance.

Respondent: Individual against whom a complaint is brought.

Teaching Faculty: Full time faculty members whose duties are less than one-third administrative.

C. **Grievable Actions**

Grievable complaints may arise from any circumstance in which a faculty member alleges mistreatment, including arbitrary actions, decisions or evaluations to include allegations of:

a. Irregular, arbitrary or inappropriate procedural and/or policy decisions related to matters such as salary, promotion and/or tenure, performance requirements, performance assessment, and reassignment or suspension (with or without pay)
b. Denial of access to department, division, college or university resources; and/or
c. Persistent and recurrent patterns of actions that indicate arbitrary assignment of duties and scheduling.

Complaints alleging discrimination under federal or state civil rights law should not be pursued through Grievance Procedures, but should be directed to tribunals or procedures established by the Social Equity Officer of the Human Resources Department.

Non-grievable complaints include the following:

a. The legitimate non-arbitrary exercise of judgment by supervisors in keeping with University policies and procedures;
b. Non-renewal of a contract of a non-tenured faculty member provided that the institution has complied with procedural due process notification requirements;
c. Decisions based on the University System of Georgia Board of Regents Policy concerning Illicit Drugs. (Business Procedures Manual, Volume 3A Revised, Personnel Policies and Procedures, Page 11-A and Page 12);
d. Tenure and Promotion Decisions that have been upheld by appropriate and approved tenure and promotion policies and procedures;
e. Dismissal for cause of tenured faculty members in accordance with Board of Regents Policy 8.3.9.

107.0301 Timeframe for filing a Grievance Complaint. A grievance complaint must be formally initiated within three (3) calendar months of the occurrence of a grievable action or last occurrence of a pattern of grievable actions and shall follow the stated procedures at each level. Time spent in consultation with the Ombuds or in ADR may be grounds for an extension of this timeframe.

107.0302 Role of Respondent's Immediate Supervisor

A. The grievance process is initiated when a Complainant formally submits a complaint to the Respondent's immediate supervisor. A formal complaint will include the following:

a. Name and department or administrative unit of the Complainant,
b. Name(s) and department or administrative unit of the Respondent(s),
c. Description of the nature and effect of actions or decisions being complained of,
d. Evidence supporting the complaint,
e. Statement of desired outcome,
f. Signature of Complainant and date.

The immediate supervisor will open a formal confidential Grievance Complaint Record file. This file may be housed in a digital format. The complaint and all documents submitted in regard to the complaint shall be included in this file.

B. Within five (5) working days of receiving a formal complaint, the immediate supervisor must notify the Respondent that a complaint has been received and provide the Respondent with a copy of the complaint. Within ten (10) working days of notification, the Respondent must provide a written response to the immediate supervisor. Upon receipt of the written response, the immediate supervisor will place it in the Grievance Complaint File and will send a copy of the response to the complainant.

C. Within ten (10) working days of receiving the Respondent's written response the immediate supervisor will:

a. Review the Grievance Complaint File,
b. Meet with all parties to understand their views,
c. Consult with any appropriate resource persons for clarification,
d. Review appropriate written policies and procedures,
e. Provide a written decision to the parties and place a copy in the Grievance Complaint File.

D. Upon receipt of the Immediate Supervisor's decision the Complainant may, within ten (10) working days after notification, appeal the decision to the next higher administrator.

107.0303 Role of Dean of College

A. In the case that the Respondent's Immediate Supervisor is a college Dean, the Dean will act as the Immediate Supervisor. If the Respondent's Immediate Supervisor ranks below the level of college Dean, appeals from an Immediate Supervisor's decision are filed with Dean of the Respondent's College.

An appeal to the Dean is initiated when a Complainant formally submits an appeal to the appropriate Dean. The Dean or higher administrator must send a copy of the formal appeal to the Respondent. A formal appeal will include the following:

a. Name and department or administrative unit of the Complainant
b. Name(s) and department or administrative unit of the Respondent(s),
c. Reasons for disagreement with the Immediate Supervisor's decision,
d. Evidence supporting the appeal,
e. Statement of desired outcome,
f. Signature of Complainant and date.

Within three (3) working days after receiving a Grievance Complaint Appeal, the College Dean will request that the Immediate Supervisor forward the Grievance Complaint File. The Dean will add the appeal and all documents submitted in regard to the appeal shall be added to the Grievance Complaint File.

B. Within five (5) working days of receiving the Grievance Complaint File, the Dean must notify the Respondent that an Appeal has been filed and provide the Respondent with a copy of the Appeal. Within five (5) working days of this notification, the Respondent must provide a written response to the Dean. Upon receipt of the written response from the Respondent, the Dean will place it in the Grievance Complaint File and forward a copy to the Complainant.

C. Within fifteen (15) working days of receiving the appeal response the Dean will:

a. Review the entire Grievance Complaint File, including the Appeal and Response,
b. Meet with all parties to understand their views,
c. Consult with any appropriate resource persons for clarification,
d. Review appropriate written policies and procedures,
e. Provide a written decision to the parties and place a copy in the Grievance File.

D. Upon receipt of a Dean's written decision, a Complainant may, within ten (10) working days after notification, appeal the decision to the Provost and Vice President for Academic Affairs.

107.0304 Role of Provost and Vice President for Academic Affairs

A. Appeals from a Dean's decision must be formally filed with the Provost and Vice President for Academic Affairs. The Complainant must send a copy of the appeal to the Respondent and to the appropriate Dean. A formal appeal will include the following:

a. Name and department or administrative unit of the Complainant,
b. Name(s) and department or administrative unit of the Respondent(s),
c. Reasons for disagreement with the Dean or supervisor's decision,
d. Evidence supporting the appeal,
e. Statement of desired outcome,
f. Signature of Complainant and date.

Within three (3) working days after receiving a Grievance Complaint Appeal, the Provost/Vice President will request that the Dean forward the Grievance Complaint File and place the new appeal and all documents that are part of it in the Grievance Complaint File.

B. Within three (3) working days of receiving the Grievance Complaint File, the Provost/Vice President must notify the Respondent(s) that an Appeal has been filed and provide the Respondent(s) with a copy of the Appeal. Within five (5) working days of this notification, the Respondent(s) must provide a written response to the Provost/Vice President. Upon receipt of the written response, the Provost/Vice President will place it in the Grievance Complaint File and will forward a copy to the Complainant.

C. Within fifteen (15) working days of receiving the appeals response the Provost/Vice President will:

a. Review the entire Grievance Complaint File, including the Appeal and Response,
b. Meet with both parties to understand their views,
c. Consult with any appropriate resource persons for clarification,
d. Review appropriate written policies and procedures,
e. Provide a written decision to the parties and place a copy in the Grievance Complaint File.

D. Upon receipt of the Provost/Vice President's decision, the Complainant may, within ten (10) working days after notification, petition the Chair of the Faculty Development Committee for a full Grievance Hearing by a Faculty Grievance Committee. Within three (3) working days of receiving an appeal, the Chair of the Faculty Development Committee will request, and the Provost/Vice President shall forward to the Chair of the Faculty Development Committee, the entire Grievance Complaint File.

107.0305 The Formation and Work of a Select Committee on Faculty Grievances

A. A Petition for a full Grievance Hearing by a Faculty Grievance Committee occurs when a formal request is submitted to the Chair of the Faculty Development Committee. A copy of the Petition must be sent to the Respondent. The Petition must include:

a. Name and department or administrative unit of the Complainant,
b. Name(s) and department or administrative unit of the Respondent(s),
c. Brief description of the nature and effect of actions or decisions being complained of,
d. Reasons for disagreement with prior administrators' judgments in the matter,
e. Evidence supporting the complaint,
f. Statement of desired outcome,
g. Signature of Complainant and date.

While the exact wording need not be replicated, the grievance appeal may not significantly diverge from the original complaint. A Complainant may request representation on the committee of specific categories of people such as veterans, women, disabled people or ethnic and racial minorities. When forming a Faculty Grievance Committee, the Faculty Development Committee will make a good faith effort to honor such requests.

B. Within ten (10) working days of receiving a petition for a grievance hearing and the Grievance Complaint File, the Faculty Development Committee will determine by majority vote whether the issue[s] fall within the definition of a grievable complaint. As soon as is practicably possible, again by majority vote, the Faculty Development Committee will select from among UWG Teaching Faculty individuals suitable to serve as members for this Faculty Grievance Committee. A new Faculty Grievance Committee will be formed each time a grievance petition is submitted. The Chair of the Faculty Development Committee may not be a member of a Faculty Grievance Committee.

a. In most cases, a seven-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts and Humanities, one from the College of Science and Mathematics, one from the College of Social Sciences, one from the Richards College of Business, one from the College of Education, one from the School of Nursing, and one from the Library. Committee member selection shall aim to assure that the Complainant receives a fair and impartial hearing.

b. Once the list of members has been identified, the Chair of the Faculty Development Committee will disclose the list of proposed Grievance Committee members to the Parties. Parties to the dispute may challenge the fitness of an individual member to serve on the committee by providing evidence of bias, partiality, or conflict of interest. The Faculty Development Committee will decide the merits of such challenges by majority vote and recuse a member found to be unacceptable.

C. **Organizational Meeting.** Within ten (10) working days after determining the Grievance Committee's membership, the Chair of the Faculty Development Committee will convene a closed organizational meeting of the full committee. The Chair of the Faculty Development Committee will briefly specify the allegations in the complaint and summarize University policy including rules governing the committee's work and convey the Grievance Complaint File, including

the appeal petition, to the Faculty Grievance Committee. The Faculty Grievance Committee will select a Chair of the committee from among its members.

The chair of a Faculty Grievance Committee is required to convene meetings to hear the grievance petition, ensure that all parties to the dispute and members of the committee receive all relevant documents and communications and will work collaboratively with other Committee members to produce the Final Grievance Report and Recommendations.

D. **Authority of the Committee.** A Faculty Grievance Committee has the authority to conduct inquiries into faculty grievances, to provide to all parties a meaningful opportunity to be heard before a neutral panel of faculty members and to present its findings and recommendations to the President of the University. A Faculty Grievance Committee may consult with or seek clarification from any University resource officers or other persons knowledgeable about university processes or policies. All Committee business is confidential and Committee members will hold no *ex parte* meetings with the parties nor conduct outside discussions regarding the grievance.

E. **Grievance Hearing.**

a. A Grievance Hearing should be convened within fifteen (15) working days after the Organizational Meeting's completion.

b. Due to its confidential nature, the hearing will be closed.

c. Parties must attend the Grievance Hearing.

d. An audio recording or complete transcript of the proceedings will be kept and made available to the parties on request. Recordings and transcripts are otherwise regarded as confidential, though they may be subject to provisions of the Georgia Open Records Act.

e. Each Party may have present at the hearing one advisor chosen from among current University of West Georgia employees and one observer. Parties will be afforded reasonable time to consult with their advisors. Neither advisors nor observers will be allowed to represent the Parties.

f. Parties will be given an opportunity to present necessary witnesses, documentation or other evidence including material from the Grievance Complaint File, but staff from the University Ombuds office may not serve as witnesses in a formal complaint. When witnesses cannot appear in person, and when fairness requires, a Faculty Grievance Committee may admit testimony by sworn affidavit. Witnesses will be admitted to the hearing only when their particular participation is required.

g. Members of the Faculty Grievance Committee may question each witness. After members conclude their questions, Parties will have the right to question witnesses. The chair is to insure that questions are not irrelevant to the hearing, nor asked solely to embarrass, harass or intimidate witnesses. Neither party shall be allowed to interfere with the orderly presentation of the other's case.

h. A Faculty Grievance Committee will not be bound by formal rules of legal evidence. A Committee may admit any evidence it deems of value or exclude any evidence it deems irrelevant or beyond the scope of its authority.

i. A Faculty Grievance Committee may, at its discretion, grant breaks to enable parties to investigate evidence when a valid claim of surprise is made or if an interruption of the proceedings would be desirable.

j. The findings, conclusions and recommendations of a Faculty Grievance Committee will be based solely on the record of the hearing.

k. There will be no public statements by any person involved in the Grievance Hearing before the Grievance Hearing has been concluded and Grievance Committee's Report delivered to the President of the University.

l. Members of a Faculty Grievance Committee must be present or participate in the Grievance Hearing in order to vote. Within three (3) working days after the conclusion of the Grievance Hearing, the Committee must meet in closed session to decide its findings and recommendations. All recommendations of a Faculty Grievance Committee must be based on majority vote. Votes will be cast by secret written ballot and the precise tally shall be reported to the President.

m. Within ten (10) working days after concluding its work, a Faculty Grievance Committee must submit a written report of its findings and recommendation(s) to the President of the University. The Report will follow the guidelines stated below:

1. Findings of Fact: A brief summary of the facts as determined by the Faculty Grievance Committee from the evidence presented at the Grievance Hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.

2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.

3. Recommendation: A statement specifying the action the Faculty Grievance Committee recommends. The Grievance Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Faculty Grievance Committee report should include only such factual recitals as necessary to present and support its conclusions.

Copies of the Report must be provided to the Parties.

107.0306 Role of the President of the University

The President of the University will review the Faculty Grievance Committee’s recommendation(s) and render a written decision for the University within fifteen (15) working days. The President will send copies of the written decision to each of the Parties and place a copy in the Grievance Complaint File. Appeal from the President’s decision must be made to the Board of Regents of the University System of Georgia.

Addenda V: Rules

Faculty Absences 2.7.2

UWG PROCEDURE NUMBER: UWG Procedure 2.7.2, Faculty Absences
***Authority*: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities**

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.7**, establishes the following procedure for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose is to clearly communicate to University of West Georgia faculty the absentee procedure for University faculty.

A. Definitions.

1. *Faculty absence***-** when a faculty member (for valid personal or professional reasons) is not present for an occasional class period (regardless of the delivery model) during the academic year.
2. *Minimum required hours of instruction*-The minimum number of hours required by the Board of Regents. According to BOR Policy 3.4.1, one credit hour is defined as 750 minutes of instructional time.

B. Faculty Absence Procedure.

If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided.

Issued by the [title of person charged with writing procedure]***, the ____ day of _____, 2015.***

_____
Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Approved by Rules committee_11_3_2016

Addenda VI: Rules

UWG Faculty Handbook

Section 213, Faculty Absences

Faculty Absences (213)

~~Since the primary purposes of the University indicate continuing contact between students and faculty, classes should meet regularly and should be used for purposes directly related to the accomplishment of the goals and objectives of the course in its curriculum context. Faculty members who find it necessary to be away from classes should arrange for the classes to meet during their absence. They should clear plans with the appropriate department chair and/or dean. Outside interests may not be permitted to interfere with assigned responsibilities.~~

If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to BOR Policy 3.4.1, one credit hour is defined as 750 minutes of instructional time).

Approved by Rules committee_11_3_2016

Addendum VII: Academic Affairs

Academic Affairs Strategic Plan

Academic Affairs Strategic Plan
November 8, 2016

Mission of Academic Affairs

Academics are the foundational driving force of the University of West Georgia. The mission of Academic Affairs is to create a culture of intellectual curiosity, foster academic integrity, and promote personal and professional growth.

We achieve this mission through the following strategic goals and objectives:

Student Success

Academic Affairs is dedicated to providing all students with opportunities to develop their interests, talents, and passions. Through degree and non-degree programs grounded in high impact practices and experiences both in and beyond the classroom, Academic Affairs seeks to help all students access an education that transforms lives.

- Create pathways to promote progression and timely graduation.
- Expand access to high-quality professional advising and faculty mentoring.
- Ensure students have the opportunity to engage in at least one high impact practice or experience.

Academic Programming Success

To develop students' global understanding, Academic Affairs creates and supports forward-thinking programs that are responsive to the evolving needs of students and society. We meet the unique needs of our diverse student population through high-quality teaching, student-centered programmatic design, and innovative delivery that span undergraduate through doctoral study.

- Foster knowledge, skills, and integrity that empower students with intellectual courage and a love for learning.
- Engage in ongoing academic planning and review of curricula.
- Identify and implement optimal instructional models and methods.
- Cultivate and support best pedagogical practices in all disciplines.

Faculty and Staff Success

Academic Affairs directs the recruitment and retention of a diverse, talented, and dedicated faculty and staff. We steadfastly support their continued holistic growth and professional development.

- Prioritize and provide resources for professional growth and development of all faculty and staff.

- Recognize and reward the unique contributions of both faculty and staff.
- Encourage and support work-life balance within a cooperative work environment.
- Allocate resources to recruit and retain a diverse faculty and staff.

Partnership Success

Collaborations that provide mutual benefit to all parties are an essential element of the academic mission of the University. Academic Affairs recognizes the interdependent nature of innovative and transformative education. We are committed to building internal and external partnerships that benefit our students, faculty, staff, and communities.

- Support collaboration among colleges and units within Academic Affairs.
- Actively partner with all divisions across UWG.
- Build and engage in mutually beneficial external partnerships.

Operational Success

Academic excellence requires a strong infrastructure and a culture of sustainable, inclusive, and ethical practices. Academic Affairs is committed to operational effectiveness and an environment that supports the intellectual and creative endeavors of the campus and community.

- Support meaningful faculty and staff participation in shared governance.
- Develop and implement transparent, ethical, and consistent policies, procedures, and practices.
- Build a culture of assessment and continuous improvement that guides allocation of resources.
- Promote the acquisition of external funding.
- Create virtual and physical environments that meet the needs of diverse students, faculty, staff, and communities.