

Memorandum

To: General Faculty
Date: February 20, 2019
Regarding: Faculty Senate Agenda for February 22, 2019 in Nursing 106

1. Call to Order
2. Roll Call
3. Approval of Minutes from January 25, 2018 ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

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

- A) College of Science and Mathematics
 - 1) Department of Biology
 - a) [Microbiology Certificate Program](#)
Request: Add
 - 2) Department of Physics
 - a) [Physics, Plan B \(Engineering Dual Degree\), B.S.](#)
Request: Modify
 - B) College of Social Sciences
 - 1) Department of Anthropology
 - a) [ANTH 4146: Latin@s in the United States](#)
Request: Add
 - b) [ANTH 4176: Narrative and Storytelling in Ethnography](#)
Request: Add
 - 2) Department of Political Science
 - a) [Political Science, B.A.](#)
Request: Modify
 - b) [Political Science, B.S.](#)
Request: Modify
 - 3) Department of Psychology
 - a) [Psychology, B.S.](#)

Request: Modify

C) Interdisciplinary Studies

1) [XIDS 1101: First-Year Seminar](#)

Request: Add

**Committee II: Graduate Programs Committee (Colleen Vasconcellos,
Chair) Action Items (Addendum III):**

A) College of Social Sciences

1) Department of Psychology

a) [Psychology, M.A.](#)

Request: Modify

B) College of Education

1) Department of Educational Technology and Foundations

a) [MEDT 7451: Administration of the School Media Center](#)

Request: Modify

b) [MEDT 7455: Selection and Materials](#)

Request: Modify

**Committee III: Academic Policies Committee (Nancy Penco,
Chair) Action Item (Addendum IV):**

A) UWG Admissions Policy

1) International/Permanent Resident Student Admission

Request: Modify

**Committee X: Rules Committee (Susana Vélez-Castrillon, Chair)
Action Items (Addendum V):**

A) *UWG Faculty Handbook*

1) 103, Evaluation Process

a) 103.0201, Formation and Operation of Faculty Promotion and Tenure Evaluation
Committees

Request: Modify

b) 103.0202, Dean's Evaluation

Request: Modify

c) 103.0203, The Provost and Vice President for Academic Affairs's Evaluation

Request: Modify

d) 103.0204, Final Approval

Request: Modify

Committee XI: Diversity and Internationalization Committee (Angela Pashia, Chair)

Information Item:

A) UWG Climate Survey Update, Lara Willox

5. Old Business

6. New Business

7. Announcements

A) Senate Liaison Reports

8. Adjournment

Addendum I

Faculty Senate
Draft Meeting Minutes
January 25, 2019

1. Call to Order

Dr. Butler called the meeting to order at 3:02 p.m.

2. Roll Call

Present:

Berteau, Bramupm (Arrington, sub.), Chwialkowska, Cormican, Dahms, Hollingsworth, Edelman, Elman, Faucette, Fleming, Green, Hong (Buzon, sub.), Khodkar, Lee, McKendry-Smith, Miller, Moon, Morris, Nickell, Ogletree, Pashia (Baer, sub.), Penco, Perryman (Weatherhill, sub.), Pidhainy (Schroer, sub.), Reber, Remshagen, Richter, Robinson, Scremin, Snipes, Stanfield (Camp, sub.), Sterling, Tweraser, Vasconcellos, Wadlington, Zamostny, Zot

Absent:

Barbour, Bohannon, Dutt, Geyer, Hipchen, Hoang, Johnson, Merrem, Neely, Rees, Rutledge, Vélez-Castrillon

3. Approval of Minutes from December 7, 2018

Minutes were approved unanimously by voice vote.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

Action Items:

A) College of Science and Mathematics

1) Department of Physics

a) PHYS 1111L: Introductory Physics I Laboratory

Request: Modify

b) PHYS 2212L: Principles of Physics II Laboratory

Request: Modify

Items a-b were taken together and approved unanimously.

B) College of Arts and Humanities

1) Department of History

a) Bachelor of Science with a Major in History

Request: Add

Item approved unanimously.

C) College of Social Sciences

1) Department of Mass Communications

- a) Bachelor of Science with a Major in Film and Video Production

Request: Add

- b) COMM 3366: The Business of Film

Request: Add

- c) COMM 4408: Producing for Film and Video

Request: Add

- d) COMM 4409: Directing for Film and Video Production

Request: Add

Items a-d were taken together and approved unanimously.

D) College of Education

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

- a) Minor in Nutrition Promotion and Education

Request: Add

- b) NUTR 3100: Lifecycle Nutrition and Disease Management

Request: Add

- c) NUTR 3200: Sports Nutrition

Request: Add

- d) NUTR 3300: Nutrition-Focused Operational Management

Request: Add

- e) NUTR 4100: Nutrition Education and Counseling

Request: Add

- f) NUTR 4200: Fundamentals of Nutrition Policy

Request: Add

Items a-f were taken together and approved unanimously.

- g) Sport Management, B.S.

Request: Modify

- h) SPMG 4005: Diversity and Inclusion in Sport

Request: Add

- i) SPMG 4010: Sport Event Management

Request: Add

- j) SPMG 4015: Fitness Management

Request: Add

- k) SPMG 4020: Foundational Management of Intercollegiate Athletics

Request: Add

- l) SPMG 4025: International Sport

Request: Add

- m) SPMG 4030: Sales and Promotion in Sport

Request: Add

- n) SPMG 4035: Social Media and Sport

Request: Add

- o) SPMG 4040: Sport Analytics and Fan Engagement

Request: Add

- p) SPMG 4045: Sport Management Entrepreneurship in Sport

Request: Add

Items g-p were taken together and approved unanimously.

- q) CMWL 3401: Technology in Health and Community Wellness

Request: Add

Item approved unanimously.

Committee X: Rules Committee (Susana Velez-Castrillon, Chair)

Action Items:

A) UWG Faculty Handbook

- 1) 103, Evaluation Process

- a) 103.0201, Formation and Operation of Faculty Promotion and Tenure Evaluation Committees

Request: Modify

- b) 103.0202, Dean's Evaluation

Request: Modify

- c) 103.0203, The Provost and Vice President for Academic Affairs' Evaluation

Request: Modify

d) 103.0204, Final Approval

Request: Modify

Items a-d were tabled.

5. Old Business

6. New Business

Dr. Marrero discussed his transition to Georgia Southern University and expressed his appreciation to faculty and staff colleagues at UWG.

Dr. Marrero also offered an update on the budget. The governor's budget includes a proposed 2% salary increase for state employees. Funding for the RCOB building is included in the budget. UWG has also raised an additional \$6.5M toward that building construction. The governor's budget also currently covers price increases related to benefits and retirement for USG employees. Current dialogue indicates a probable CPI level tuition increase for USG institutions Fall 2019. Early legislative dialogue reflects consideration of eliminating funding dual enrollment for ninth and tenth-grade students. This would have little effect on UWG.

7. Announcements

A) Senate Liaison Reports

Dr. McKendry-Smith, liaison to the LEAP Steering Committee, reported that the committee recently heard an update on the First Year Seminars. It is looking likely that we will meet our goal of all first-time first-year students having a seat in a seminar. In addition, the committee is currently reviewing feedback and suggestions generated at the LEAP Symposium and LDI.

Dr. Morris, liaison to the University Assessment Committee, reported that the committee is working on developing processes for waivers for assessment for departments that have an accrediting body outside of the university.

B) National Survey of Student Engagement (NSSE), Ms. Becky de Mayo

Ms. De Mayo reminded faculty that the National Survey of Student Engagement will be launched next month. It will go out to first-year and senior students on Feb. 14 and be open until mid-May. She asked faculty to encourage students to complete the survey. She also encouraged faculty to complete the Faculty version of the survey when it goes out.

8. Adjournment

The meeting adjourned at 3:35 p.m.

Respectfully Submitted,
Julia Farmer
Professor of Spanish
Past Faculty Senate Chair

Addendum II

Microbiology Certificate Program

2019-2020 Undergraduate New Program Request

Curriculum Proposal

Type of Program* ◦ Program

Shared Core

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Name* Microbiology Certificate Program

**College - School/
Department*** Department of Biology

**Program
Description*** Microbiology Certificate Program Department of Biology, University of West Georgia
Certificate
Directors: Dr. Sara J. Molesworth and Dr. William J. Kenyon

A. Eligibility

- The Microbiology Certificate program is open to all Biology majors, students pursuing either the B.S. or minor in Biology at the University of West Georgia.
- A student may formally apply to the certificate program after successful completion of Microbiology (BIOL 3310) with a grade of "C" or higher.
- Following completion of all program requirements, a certificate will be awarded by the University of West Georgia to acknowledge this academic accomplishment.
- Microbiology Certificate program application packages are available through the University of West Georgia Department of Biology.

B. Requirements (minimum of 16 total credit hours)

Required course (prerequisite for all 4000-level electives): BIOL 3310 Microbiology, 4 hrs.

Upper-level electives (minimum of 12 credit hours):

BIOL 4315 Bacterial Genetics, 4 hrs.
 BIOL 4321 Applied and Environmental Microbiology, 4 hrs. BIOL 4325 Advanced Medical Microbiology, 3 hrs.
 BIOL 4727 Essentials in Immunology, 4 hrs.
 BIOL 4728 Bacterial Pathogenesis, 4 hrs.
 BIOL 4729 Medical Virology, 4 hrs.
 BIOL 4730 Emerging Pathogens, 3 hrs.

A maximum of 2 credit hours from each of the following elective courses can be counted toward the certificate.

BIOL 4983 Advanced Undergraduate Biology Research
 (with an approved placement) 2 hrs.
 BIOL 4986 Biology Internship
 (with an approved placement) 2 hrs.

NOTES:

-Credit hours from courses taken to fulfill the Microbiology Certificate also count toward the B.S. in Biology and the Biology minor. Furthermore, certificate requirements do not change the degree requirements for the B.S. in Biology and the Biology minor.
 -An equivalent course to BIOL 3310 from a different institution may be acceptable upon approval by certificate directors.

Rationale* The Microbiology Certificate program will provide undergraduate Biology majors or minors with an opportunity to explore a variety of areas within the broad field of microbiology. The goal of the certificate program will be to provide students with a strong foundation in the history, theory, and practice of microbiology, one of biology's largest and oldest subdisciplines. This new concentration will be specifically designed to prepare students for graduate school and professional programs in the microbial sciences. Following completion of our introductory microbiology course (BIOL 3310: Microbiology), UWG Biology majors may choose to apply to the certificate program by contacting the faculty members responsible for managing the program and then submitting an application package. Acceptance into the program will be dependent on completion of BIOL 3310 with a final letter grade of "C" or higher. Transfer students must have previously completed either BIOL 3310 at UWG or completion of an equivalent, introductory, microbiology course from a different institution. Because Microbiology (BIOL 3310) is a required course for all undergraduate Biology majors at UWG, all majors will have the opportunity to apply to the certificate program. Students who choose not to enroll in the program will still have the opportunity to enroll in one or more of the department's suite of 4000/5000-level microbiology courses.

It is important to note, that the Microbiology Certificate program will work completely within the established framework of the Biology degree programs, and therefore will not place any extra burden on Biology majors as they progress toward graduation. The purpose of the Microbiology Certificate is to simply acknowledge the academic accomplishment of successfully completing a series of advanced microbiology courses.

Following completion of BIOL 3310, the Microbiology Certificate program will require completion of at least 12-credit hours from advanced microbiology courses at the 4000/5000-level. These courses may include Bacterial Genetics (BIOL 4315/5315), Applied and Environmental Microbiology (BIOL 4321/5321), Advanced Medical Microbiology (BIOL 4325/5325), Essentials of Immunology (BIOL 4727/5727), Bacterial Pathogenesis (BIOL 4728/5728), Medical Virology (BIOL 4729/5729), and Emerging Pathogens (BIOL 4730/5730). These courses follow the guidelines of the American Society for Microbiology (ASM), and most of the courses have a laboratory component designed to provide "hands-on", experiential learning opportunities and advanced training in microbiology techniques. All of these courses are already established courses within the Biology B.S. degree program. Academic advising for certificate participants will be provided directly by the microbiology faculty members managing the certificate program. Additionally, a limited number of credit hours from Advanced Undergraduate Biology Research (BIOL 4983) and Biological Internship (BIOL 4986) may count toward completion of the Microbiology Certificate.

Again, the Microbiology Certificate will not change the current curriculum requirements for the B.S. in Biology or the minor in Biology. Furthermore, the certificate program will not affect the current undergraduate Biology degree tracks (General, Pre-Professional, and Secondary Education Tracks) in any manner. In other words, the Microbiology Certificate program is designed to operate entirely within the established degree programs in the Department of Biology.

Program Learning Outcomes*

- 1) Students will use concepts, principals, and knowledge to demonstrate mastery in two of the following four subject areas: 1. Bacteriology, 2. Microbial genetics, 3. Virology, 4. Immunology.
- 2) Students will use critical thinking skills or problem based learning skills to demonstrate mastery of the scientific method as pertains to three criteria: 1.

Background knowledge, 2. Data analysis, and 3. Experimental design.
 3) Students will acquire, organize, and present scientific information in the written or oral form and be judged in terms of three criteria: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of their work.

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Desired Effective Semester* Spring

Desired Effective Year* 2019

Status* Active-Visible Inactive-Hidden

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Assessment Plan* Assessment Plan has been attached
 Assessment Plan is not required (minor is a part of an existing major)

Prospective Curriculum*

Required Course

BIOL 3310 at grade C is a requirement for this program. BIOL 3310 is a prerequisite for all 4000 level courses in the program

BIOL 3310 Microbiology

Elective Courses

A minimum of 12 credit hours from these elective courses must be taken to complete the program.

BIOL 4315 Bacterial Genetics
BIOL 4321 Applied and Environmental Microbiology
BIOL 4325 Advanced Medical Microbiology
BIOL 4727 Essentials of Immunology
BIOL 4728 Bacterial Pathogenesis
BIOL 4729 Medical Virology
BIOL 4730 Emerging Pathogens
BIOL 4983 Advanced Undergraduate Biology Research
BIOL 4986 Biological Internship

Attach Program Program Map has been attached.

Map*

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
- None of these apply

SACSCOC Comments

Attach Program Proposal*

- Program Proposal has been attached * N/A (minor, embedded certificate)

Undergraduate

Microbiology Certificate

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY14	AY15	AY16	AY17	Interpretation & Use of Results	Improvement Plan
1) Students will use concepts, principals, and knowledge to demonstrate mastery in two of the following four subject areas: 1. Bacteriology, 2. Microbial genetics, 3. Virology, 4. Immunology.	2.D	A Comprehensive exit exam will be utilized. The exit exam will generate a score in each subject area described in the learning outcome. All certificate students will be tested upon completion of their 16 required credit hours for this program. A baseline of the average student score for each subject area will be established once the first student cohort completes the program. The baseline scores for areas 1 through 4 will then be set as the pass rate. Annual data will be reported as the percentage of students who exceed the baseline score in at least two of the four subject areas and equal the baseline in at least one other subject area. This will be the definition of mastery. The rationale for requiring improvement in only 2 of the 4 subject areas accommodates the potential differences between elective courses which may be taken by students participating in the certificate program.	An annual increase in the percentage of students achieving mastery according to comparison to the baseline scores.						
2) Students will use critical thinking skills or problem based learning skills to demonstrate mastery of the scientific method as pertains to three criteria: 1. Background knowledge, 2. Data analysis, and 3. Experimental design.	2.D	It is essential that all graduates of the Microbiology certificate program be competent in the scientific method which outlines the requirements to perform hypothesis driven experimentation or research. All students will be assessed annually in the experiential learning setting of upper level laboratory courses. Assignments will be designed to test each of the three criteria within the learning outcome. A rubric will be used to assess and report the annual percentage of students attaining mastery of the scientific method. Mastery is defined as achieving a score of at least 90% in two of the three criteria and 70% in the third. The percentage of students attaining mastery of the scientific method from the first cohort to complete the program will be used as a baseline from which improvement can be monitored.	An annual increase in the percentage of students attaining mastery of the learning outcome compared to the level obtained by the first cohort (baseline) is required.						
3) Students will acquire, organize, and present scientific information in the written or oral form and be judged in terms of three criteria: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of their work	2.D	This learning outcome is designed to assess improvements in student written and oral communication within their discipline. Students will be required to research a scientific topic and present it as either a written paper or oral seminar. All students enrolled in elective microbiology discipline specific writing courses will be assessed. A rubric will be used to assess student success as a score of at least 90% in two of the three criteria and 70% in the third criteria. Improvement in the learning outcome will be monitored as an increase in the number of students achieving success when compared to a baseline established by the first student cohort to complete the program.	An annual increase in the percentage of students exceeding the first student cohort baseline is required.						

Assessment and Learning outcomes:

Courses within the microbiology certificate fit within the preexisting assessment plan for the BS biology program.

Courses will be assessed for the certificate program to determine student success over the following three learning outcomes:

- 1) Students will use concepts, principals, and knowledge to demonstrate mastery in two of the following four subject areas: 1. Bacteriology, 2. Microbial genetics, 3. Virology, 4. Immunology.
- 2) Students will use critical thinking skills or problem based learning skills to demonstrate mastery of the scientific method as pertains to three criteria: 1. Background knowledge, 2. Data analysis, and 3. Experimental design.
- 3) Students will acquire, organize, and present scientific information in the written or oral form and be judged in terms of three criteria: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of their work.

Courses which satisfy the Microbiology Certificate are used in assessment as follows:

Course	Learning outcome assessed
BIOL 3310 microbiology	1
BIOL 4315 bacterial genetics	1 and 2,3
BIOL 4321 applied and environmental microbiology	1 and 2
BIOL 4325 advanced medical microbiology	1 and 3
BIOL 4727 essentials in immunology	1 and 2,3
BIOL 4728 bacterial pathogenesis	1 and 2,3
BIOL 4729 medical virology	1 and 2,3
BIOL 4730 emerging pathogens	1 and 3
BIOL 4983 advanced undergraduate biology research	2 and 3
BIOL 4986 biology internship	3

Microbiology Certificate Program
Department of Biology, University of West Georgia
Directors: Dr. Sara J. Molesworth and Dr. William J. Kenyon

Rationale:

The Microbiology Certificate program will provide undergraduate Biology majors or minors with an opportunity to explore a variety of areas within the broad field of microbiology. The goal of the certificate program will be to provide students with a strong foundation in the history, theory, and practice of microbiology, one of biology's largest and oldest subdisciplines. This new concentration will be specifically designed to prepare students for graduate school and professional programs in the microbial sciences. Following completion of our introductory microbiology course (BIOL 3310: Microbiology), UWG Biology majors may choose to apply to the certificate program by contacting the faculty members responsible for managing the program and then submitting an application package. Acceptance into the program will be dependent on completion of BIOL 3310 with a final letter grade of "C" or higher. Transfer students must have previously completed either BIOL 3310 at UWG or completion of an equivalent, introductory, microbiology course from a different institution. Because Microbiology (BIOL 3310) is a required course for all undergraduate Biology majors at UWG, all majors will have the opportunity to apply to the certificate program. Students who choose not to enroll in the program will still have the opportunity to enroll in one or more of the department's suite of 4000/5000-level microbiology courses.

It is important to note, that the Microbiology Certificate program will work completely within the established framework of the Biology degree programs, and therefore will not place any extra burden on Biology majors as they progress toward graduation. The purpose of the Microbiology Certificate is to simply acknowledge the academic accomplishment of successfully completing a series of advanced microbiology courses.

Following completion of BIOL 3310, the Microbiology Certificate program will require completion of at least 12-credit hours from advanced microbiology courses at the 4000/5000-level. These courses may include Bacterial Genetics (BIOL 4315/5315), Applied and Environmental Microbiology (BIOL 4321/5321), Advanced Medical Microbiology (BIOL 4325/5325), Essentials of Immunology (BIOL 4727/5727), Bacterial Pathogenesis (BIOL 4728/5728), Medical Virology (BIOL 4729/5729), and Emerging Pathogens (BIOL 4730/5730). These courses follow the guidelines of the American Society for Microbiology (ASM), and most of the courses have a laboratory component designed to provide "hands-on", experiential learning opportunities and advanced training in microbiology techniques. All of these courses are already established courses within the Biology B.S. degree program. Academic advising for certificate participants will be provided directly by the microbiology faculty members managing the certificate program. Additionally, a limited number of credit hours from Advanced Undergraduate Biology Research (BIOL 4983) and Biological Internship (BIOL 4986) may count toward completion of the Microbiology Certificate.

Again, the Microbiology Certificate will not change the current curriculum requirements for the B.S. in Biology or the minor in Biology. Furthermore, the certificate program will not affect the current undergraduate Biology degree tracks (General, Pre-Professional, and Secondary Education Tracks) in any manner. In other words, the Microbiology Certificate program is designed to operate entirely within the established degree programs in the Department of Biology.

Microbiology Certificate Program

ADVISING SHEET

Department of Biology, University of West Georgia

Certificate Directors: Dr. Sara J. Molesworth and Dr. William J. Kenyon

Step 1. Check your eligibility below.

Step 2. Complete the application form for the program

Step 3. Make an appointment with your adviser

Step 4. Select courses

A. Eligibility

- The Microbiology Certificate program is open to all Biology majors, students pursuing either the B.S. or minor in Biology at the University of West Georgia.
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- Following completion of all program requirements, a certificate will be awarded by the University of West Georgia to acknowledge this academic accomplishment.
- Microbiology Certificate program application packages are available through the University of West Georgia Department of Biology.

B. Requirements (minimum of 16 total credit hours)^a

Required course (prerequisite for all 4000-level electives):

BIOL 3310 Microbiology^b 4 hrs.

Upper-level electives (minimum of 12 credit hours):

BIOL 4315	Bacterial Genetics	4 hrs.
BIOL 4321	Applied and Environmental Microbiology	4 hrs.
BIOL 4325	Advanced Medical Microbiology	3 hrs.
BIOL 4727	Essentials in Immunology	4 hrs.
BIOL 4728	Bacterial Pathogenesis	4 hrs.
BIOL 4729	Medical Virology	4 hrs.
BIOL 4730	Emerging Pathogens	3 hrs.
BIOL 4983	Advanced Undergraduate Biology Research (with an approved placement)	2 hrs. ^c
BIOL 4986	Biology Internship (with an approved placement)	2 hrs. ^c

^a Credit hours from courses taken to fulfill the Microbiology Certificate also count toward the B.S. in Biology and the Biology minor. Furthermore, certificate requirements do not change the degree requirements for the B.S. in Biology and the Biology minor.

^b An equivalent course from a different institution may be acceptable upon approval by certificate directors.

^c A maximum of 2 credit hours from each of these courses can be counted toward the certificate.

How to select courses for your certificate:

- The 16 hours to achieve this certificate include 4 hours from BIOL 3310 and then 12 additional hours from the highlighted upper level microbiology courses.
- At this point you will have completed BIOL 3310, and require at most 12 more hours.
- BIOL 2030 medical microbiology cannot be used to substitute for BIOL 3310.
- This certificate runs concurrently within the Biology BS program, and **all credits** within the certificate count towards the major. You require 39 upper level hours to complete your MAJOR.
- To select your 12 elective hours for the certificate – pick a course which also satisfies the CLINICAL REQUIREMENT for your Biology degree.
- Next select 2 or more of the highlighted classes to meet the 12 hour total.
- The hours may be completed over multiple semesters prior to graduation.
- A minimum of two elective courses for the certificate will be offered each semester, allowing for the certificate to be completed within a year.
- Variable credit courses such as BIOL 4986 (internship) or BIOL 4983 (research) may be applied to the certificate but are capped at a 2 CH maximum each.
 - Completion of BOTH an internship and research will replace one upper level credit towards the certificate.
 - Variable credit courses cannot be used to substitute for BIOL 3310.

Undergraduate Sub-Discipline	CH	Semester	Course for Certificate are highlighted	
		Sum/Fall/Spring		
Chemistry	3		BIOL 4503	Perspectives: Biochemistry
Organismal Biology	4		BIOL 3221	Taxonomy of flowering plants
	4		BIOL 3223	Vascular plants (DSW)
	4		BIOL 3226	Natural history of vertebrates
	4		BIOL 3231	Comparative vertebrate anatomy
	4		BIOL 3232	Vertebrate evolution
	4		BIOL 4241	Entomology (DSW)
	4		BIOL 4242	Invertebrate zoology (DSW)
	4		BIOL 4245	Ichthyology (DSW)
	4		BIOL 4441	Animal Behavior (DSW)
Prokaryotic Biology	4		BIOL 3310	Microbiology
Ecology & Evolution	4		BIOL 3135	Ecology
	4		BIOL 3242	Evolution (DSW) and Non DSW
Physiological Biology	4		BIOL 3513	Human Physiology (Lab)
	3		BIOL 4539	Comp physiology (DSW)
Cell & Mol.	4		BIOL 3134	Cell and molecular biology
Clinical Biology	3		BIOL 4325	Advanced medical microbiology
	4		BIOL 4727	Essentials in immunology
	4		BIOL 4729	Medical Virology
	4		BIOL 4728	Bacterial pathogenesis (DSW)
	3		BIOL 4730	Emerging pathogens
	3		BIOL 4731	Introduction to toxicology
	3		BIOL 4732	Biology of aging (DSW)
	3		BIOL 4733	Nutrition
	3		BIOL 4734	Neuroscience (DSW)
Senior Sem.	1		BIOL 4984	Senior Seminar – EXIT EXAM
Other Biology Electives	4		BIOL 3621	Genetics

	4		BIOL 3526	Vertebrate histology
	4		BIOL 4520	Develop Biology & embryology
	4		BIOL 4541	Plant physiology
	4		BIOL 4315	Bacterial genetics
	4		BIOL 4321	Applied and environmental microbiology
	3			
	4		BIOL 4985	Marine Biology
	4		BIOL 4450	Terrestrial Ecology (DSW)
	4		BIOL 4440	Aquatic Biology (DSW)
	4		BIOL 4424	Wildlife Habitat Ecology (DSW)
	3			
	3		BIOL 4266	Molecular ecology (DSW)
	4		BIOL 3010	Biology for middle Grade Ed.
	3		BIOL 4985	Field ecology
	4		BIOL 4985	Parasitology
	3		BIOL 4985	Proteomics
	3		BIOL 4666	Evolutionary genomics
	4		BIOL 4984	Conservation Biology
			BIOL 4985	Translating Science (DSW)
Total Hours =			Hours towards microbiology certificate =	

Standards for biological internship course, BIOL 4986.

- **Pre- requisite requirements**
 - GPA of 3.0
 - Completion of BIOL 2107 and BIOL 2108 or equivalent.

- **Variable credit course**
 - Up to 4 credit hours
 - BIOL 4986 may be taken multiple times, for a total of 4 credit hours, with the same or different organizations. However, continuation with the same organization would be seen as a new internship and require documentation of novel activities.
 - Grade of S/U

- **Internship placements**
 - Faculty should discuss the option of taking BIOL 4986 during student advising sessions.
 - Students should be advised to visit the careers office for assistance in reviewing and pursuing possible internship placements.
 - It is the responsibility of the student to secure a placement with an organization, which meets the approval of the Biology department.
 - An internship may be an approved paid fellowship
 - An internship may be taken at a student's place of work – but must comprise of activities outside their job description.
 - All internships must be pre-approved by the Biology department coordinator, and cannot be offered retroactively.

- **Course requirements**
 - The internship organization must complete **Biology Internship form A** indicating their intent to provide the student with an internship opportunity.
 - This form will be available from the Biology departmental office, web site and careers office.
 - The completed form should be returned to the Biology Internship coordinator prior to enrollment for the course.
 - Completion of a variable credit form for course enrollment.
 - Credit hours for internships will be defined according to the undergraduate catalogue: *One credit hour usually represents one hour of class time per week...*

For a 15 week semester (excludes finals week):
1 credit hour = 30 hours of internship attendance
2 = 60 hours
3 = 90 hours
4 = 120 hours

- On the first day of finals week students will submit the following as proof of completion of their internship.
 - **Biology Internship form B**, completed by the organization and submitted to the coordinator.
 - A one page summary student report of their internship experience.
- Students will be required to make a presentation of their internship experience at a departmental research day or Biology seminar.
- Students will be encouraged to participate with a presentation at the UWG Undergraduate Research Conference during Scholars' Day. Scholar's Day is held at the end of the spring semester.
<https://www.westga.edu/academics/honors/uwg-scholars.php>
- *Students failing to complete the listed requirements would be graded as "U", unsatisfactory.*

Form templates for use by Organizations.

Biology Internship form A; Intent to provide internship

Biology Internship form B; Review of Completed Internship



Department of Biology,
 College of Science and Mathematics,
 University of West Georgia.

Biology Internship form A:
 Notice of Intent to provide a Biological Internship.

Dear Supporter,

On behalf of the department of Biology thank you for providing our student with this experiential learning opportunity. Please complete this brief form to indicate your organizations intent to offer a student the opportunity to observe and experience your field of expertise.

Please do not hesitate to contact me with any questions regarding this internship.

Dr. Sara J. Molesworth-Kenyon
 smoleswo@westga.edu
 Biology Internship Coordinator

Phone: 678-839-4028

e-mail:

Disclaimer: Completion of this form does not obligate any person to the completion of the internship.

An internship may be terminated at any time at the discretion of the Organization, University, or Student.

<i>Name and Address of Organization:</i>		
<i>Name of Student and #917</i>		# 917
<i>Date of Internship:</i>	<i>Start:</i>	<i>End:</i>
<i>Number of hours per week student will attend</i>		
<i>Name of Supervisor</i>		
<i>Supervisor Contact Information</i>		<i>Tel:</i>
		<i>E-mail:</i>
		<i>Name:</i>

<i>Organizational Contact if different from Supervisor</i>	<i>Tel:</i>
	<i>E-mail:</i>
<i>Please list examples of the key internship activities</i>	

Signature.....



Biology Internship form B:
 Review of Completed Biological Internship.

Dear Supporter,
 On behalf of the department of Biology I thank you for providing our student with this experiential learning opportunity. Please complete this brief review form to confirm that our student completed the internship. Regards.

Sara J. Molesworth-Kenyon
 Dr. Sara J. Molesworth-Kenyon
 smoleswo@westga.edu
 Biology Internship Coordinator

Phone: 678-839-4028

e-mail:

Disclaimer: Information provided on this form will contribute to evaluation of the student for a course grade.

<i>Name and Address of Organization:</i>		
<i>Name of Student and #917</i>	<i>Name</i>	
	<i>#917</i>	
<i>List any changes to the dates/hours of Internship?</i>		
<i>Please rank the student using the following scale:</i>		
<i>0= not observed, 1=fails expectation, 2=meets expectations, 3=exceeds expectations</i>		
		RANK
<i>Was student punctual?</i>		
<i>Was student polite and professional?</i>		
<i>Did student ask relevant questions?</i>		

<i>Did student take notes and record observations?</i>	
<i>Was student able to discuss observations with mentor?</i>	
<i>Did student demonstrate growth in knowledge during the internship?</i>	
<i>Did student demonstrate interest in your field?</i>	
<i>Would you recommend this student for employment?</i>	
<i>Would you encourage this student to enroll in a graduate program?</i>	
<i>Overall how would you compare this student to other interns?</i>	

Signature.....

Dr. Molesworth.
Microbiology (BIOL 3310)
Lecture Syllabus

Description of Course

Microbiology is the study of biological organisms and agents too small to be seen with the unaided eye. This course will introduce students to the diversity, physiology, anatomy, and genetics of microorganisms.

- This course is intended primarily for **BIOLOGY MAJORS**.
- Nursing and chemistry majors are encouraged to enroll in BIOL 2030 (Medical Microbiology).

Pre-requisites

- Combination A or B (see undergraduate catalog).
- It is highly recommended that you take BIOL 3134 Cell and molecular biology before microbiology.

Academic Goals for the Course

- It is the goal of this course to provide students with a fundamental knowledge of microbiology.
- Students will complete this course with an understanding of the diversity of microbes and the role that they play in our environment.
- Both the history of the subject and new advances in microbial techniques will be covered.
- The student will graduate with knowledge of how microbes may be controlled through an understanding of their metabolism, genetics and growth conditions.

Instructor Contact Information and Office Hours

Dr. Sara Molesworth

Department of Biology

University of West Georgia

Office: Room 285 Biology Building

Phone: 678-839-4028

E-Mail: please use Course Den

Office Hours: 8-9 am EXCLUDING Wednesday. Or By Appointment.

Textbook and Reading Assignments

Text Title: ***Microbiology with Diseases by Taxonomy***

Edition: 5th edition

Authors: Robert W. Bauman

Publishers: Benjamin Cummings Publishing Company

Reading Assignments:

Students are expected to read each chapter in its entirety before the chapter is covered in lecture (see lecture schedule). Students should set aside several hours each week for the sole purpose of reading the textbook.

Examinations and Final Grades

- 4 exams each worth 100 pts
- Chemistry self-assessment assignment. This is a non-graded assignment designed to help students identify any gaps in their knowledge. 0 pts.
- Laboratory note book 0 pts. Students must research, reference and make notes on all laboratory experimental techniques covered during the virtual labs.
- The laboratory note book may be used during the 2 lab tests which are each worth 100 pts.
- If a student is absent on the day of an exam, the exam cannot be made up unless the student provides a valid written excuse within a period of one week.
- All grade queries are limited to one week from the date of release and **MUST** be made in person during office hours (this excludes the final for which you have 48hrs).

Final Grade

- Exams 4 x 100 points.
- Lab tests 2 x 100 points.
- Total 600 points for lab and lecture.
- Final letter grades are based on the following standard scale without exception (no bumping, sliding or curving):

A = 90-100%,

B = 80-89.9%,

C = 70-79.9%,

D = 60-69.9%,

F = below 60.0%

Studying Advice

1. Read the textbook before coming to lecture!!!
 - For every hour spent in a lecture you should spend at least two or three extra hours studying the book and working on your notes.

2. Attend every lecture.
3. Take detailed notes during lecture.
4. Ask questions during lecture.
5. After lecture, review the text and organize your notes.
6. Use the study aids at the end of each chapter.
7. Discuss the material with classmates.
 - Study groups may be helpful for some students BUT be cautioned that these will not replace individual time spent on the subject.
 - Study groups are useful for discussion of topics to clarify the key points and may be of most help for revision i.e. select a topic amongst your group, study on your own, then and only then meet as a group to reinforce the material.
8. See the instructor during office hours if anything is unclear.
 - If you are confused about a topic or find yourself lost in a chapter do not rely on your friends to teach you – that is why I have office hours.
 - Never delay asking for help – it is not a weakness but strength to identify when you need more guidance.
9. Work consistently hard throughout the semester.
 - It is far better to maintain a good grade than try to pull your grade up at the end of the semester.

Suggestions for what to do before each lecture:

Study the book!

If you come prepared to a lecture everything you hear will reinforce what you have already learnt and if you have question we can address them immediately.

I suggest that you get into a routine of doing the following before each lecture:

- read the chapter(s)
- note any words which are unfamiliar to you as you read
- define these terms and keep a record of them in your notes
- use the summary in the book to identify the key concepts that you have learnt
- make revision notes

Never leave revision notes to the last minute it will only cause you unnecessary stress just before an exam.

Never use the text book for revision

Remember there are no short cuts to success..... Only hard work.

Attendance and Classroom Behavior

- Attendance is mandatory for lecture and virtual lab.
- Role will be taken.
- When 2 absences are noted on the role and no evidence provided for a permitted absence the individual concerned will be reported to the University as NOT ENGAGED.
- All cell phones, and any other electronic devices that create disruptive noise, must be silenced during lecture.
- Lectures will begin promptly, any late comers who cause disruption will be asked to leave.
- Excessive talking during the lecture period is distracting to both me and other students.
- Use of laptops/phones is at the discretion of the lecturer during class periods – abuse of laptop/phone use for web surfing and e-mailing/texting during lecture time will result in all electronics being removed from the classroom.

Academic Integrity

Cheating and plagiarism will not be tolerated in any form.

Any student who cheats on an exam or assignment will receive zero points with no chance of recovering those points later. Refer to the UWG Student Handbook for university policies.

Final Words

As your lecturer I can only help if you ask for it – You are responsible for your own actions and must remain self-motivated with your studies. If you do not take advantage of my office hours that is your decision. Remember I do not **give** you your grade you **earn** it.

All Students Please Note!

For important policy information, i.e., 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

Microbiology Lecture and Virtual Lab (BIOL 3310)

11.00-12.15 pm T & Th Lecture.

11-12.15 pm W Virtual

Lab/Exams

Day	Date	Lecture Schedule	Reading Assignments
W	Aug 15	Course Description and Syllabus	
TH	16	A brief history of Microbiology	Chapter 1
T	21	A brief history of Microbiology	Chapter 1
W	22	DVD: Biobasics (18 mins)	DVD: Bacteria, Archae & the Prokaryotic Domain (34 mins)
TH	23	The Chemistry of microbiology – review and self-assessment assignment	Chapter 2
		Cell structure and function	Chapter 3
T	28	Cell Structure and function	Chapter 3
W	29	Virtual Lab 1: Safety in the micro lab Aseptic technique	Virtual Lab 2: Microscopy Survey of Protozoa
TH	30	BIOFLIX: Tour of the animal cell	Chapter 3
T	Sept 4	Cell Structure and function	Chapter 3
W	5	Virtual Lab 3: Smear preparation Simple staining Negative staining	Virtual Lab 4: Streak Plate Serial Dilutions and pour plates
TH	6	Microscopy, staining , and classification	Chapter 4
T	11	Microscopy, staining , and classification	Chapter 4
W	12	Catch up/Revision day	
TH	13	Microscopy, staining , and classification	Chapter 4
T	18	Microscopy, staining, and classification	Chapter 4
W	19	Exam 1 Chapters 1, 3 and 4	1 hour
TH	20	Microbial metabolism BIOFLIX: Metabolism	Chapter 5
T	25	Microbial metabolism	Chapter 5
W	26	Lab test 1	1 hour
TH	27	Microbial metabolism	Chapter 5
T	Oct.2	Microbial metabolism	Chapter 5
W	3	Virtual Lab 5:	Virtual Lab 6:

		Gram stain Differential & selective media	Fermentation Respiration
TH	4	Fall Break Oct. 4th	
T	9	Microbial nutrition and growth	Chapter 6
W	10	Virtual Lab 7: Disk diffusion API 20E	Virtual Lab 8: Unknown Identification
TH	11	Microbial nutrition and growth	Chapter 6
T	16	Microbial nutrition and growth	Chapter 6
W	17	Lab test 2	1 hour
TH	18	Microbial nutrition and growth	Chapter 6
T	23	Microbial nutrition and growth	Chapter 6
W	24	BIOFLIX: DNA Replication	BIOFLIX: Protein Synthesis
TH	25	Microbial genetics	Chapter 7
T	30	Microbial genetics	Chapter 7
W	31	Exam 2	Chapters, 5 and 6
TH	Nov. 1	Microbial genetics	Chapter 7
T	6	Microbial genetics	Chapter 7
W	7	Recombinant DNA technology	Chapter 8
TH	8	Recombinant DNA technology	Chapter 8
T	13	Recombinant DNA technology	Chapter 8
W	14	Recombinant DNA technology	Chapter 8
TH	15	Exam 3	Chapters 7 and 8
Thanksgiving Break Nov. 19-23			
T	27	Controlling microbial growth: environment	Chapter 9
W	28	Controlling microbial growth: environment	Chapter 9
TH	29	Controlling microbial growth: environment	Chapter 9
T	Dec. 4	Controlling microbial growth: body	Chapter 10
W	5	Controlling microbial growth: body	Chapter 10
TH	6	Controlling microbial growth: body	Chapter 10
T	Dec. 11	Final Exam 4	Chapters 9 and 10
			1 hour

Bacterial Genetics

BIOL 4315/5315

Lecture Syllabus

Spring Semester 2017

COURSE DESCRIPTION

Bacterial Genetics is an advanced microbiology course which focuses on the molecular genetics of the bacterium *Escherichia coli*. Topics addressed include the nature of the bacterial chromosome, the process of DNA replication, DNA damaging agents and mutations, DNA repair systems, mechanisms of gene transfer and antibiotic resistance, and the regulation of gene expression. The laboratory component reinforces concepts learned in lecture and familiarizes students with modern techniques used in genetic engineering and biotechnology.

COURSE PREREQUISITES

- Microbiology (BIOL 3310) or equivalent

MEETING TIMES

Starting Date: Monday, January 9
Ending Date: Monday, May 1
Lecture: MWF, 11:15AM-12:05PM, classroom 150, Biology Building
Laboratory: W, 12:30-3:20PM, teaching laboratory 249, Biology Building

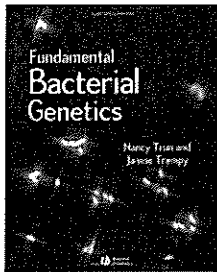
INSTRUCTOR

Name: Dr. William J. Kenyon
Office: Room 149 Strozier
Office Hours: 8:00-9:00AM (MWF), 8:00AM-12:00PM (T), and 8:00-11:00AM (R)

Office Phone: 678-839-4033
Primary Email: via CourseDen
Secondary Email: wkenyon@westga.edu

REQUIRED TEXTBOOK

Text Title: ***Fundamental Bacterial Genetics***
(no lab manual)
Edition: 1st edition (2004)
Authors: Nancy Trun and Janine Trempy
Publishers: Blackwell Publishing
ISSBN: 0-632-04448-9



LEARNING OBJECTIVES

- To review the structure and function of various prokaryotic cell components
- To gain a deeper understanding of bacterial chromosomes, the nucleoid, and plasmids
- To study the molecular steps involved in DNA replication and recombination
- To appreciate the various molecular mechanisms involved in DNA damage and repair
- To gain an understanding of horizontal gene transfer mechanisms in bacteria
- To gain a working knowledge of the regulation of gene expression in bacteria

READING ASSIGNMENTS

- Reading the material in the textbook is critical for success in the course.
- The reading and exam schedules are on the last page of this syllabus.
- Students are expected to read the material before it is covered in lecture.
- Reading the material again following each lecture is highly recommended.
- Several hours per week should be devoted to reading the textbook.

ATTENDANCE POLICIES

- Attendance is considered mandatory.
- Roll will be taken regularly at the beginning of class.
- If you miss lecture, you must provide the instructor with a valid excuse.
- If planning to miss more than one lecture, you must discuss this with the instructor.
- You should arrive promptly before each lecture begins.
- Tardiness is disruptive and will not be tolerated.

CLASSROOM BEHAVIOR

- Talking among students is expected to immediately stop once the lecture begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture presentation.
- However, you are strongly encouraged to ask questions during the lecture.

GRADUATE STUDENT ASSIGNMENT

- All graduate students are required to present a 15-20 minute PowerPoint slide presentation to the class once during the semester. This will be during an open lab period toward the end of the semester.
- The presentation will be based on a review article from a scientific journal and will be related to a topic covered in lecture.
- The presentation is worth 100 points.

EXAMS AND GRADING

Exams:	6 (each covering 2 chapters)
Points per Exam:	100 pts. for each exam
Questions per Exam:	50-100 (number of points per question may vary)
Question Formats:	primarily multiple choice with some true or false, matching, <i>etc.</i>
Scantron Form:	form #229633 (the larger, 8 ^{1/2} X 11 in., form)
Total Lecture Points:	600 from exams
Total Lab Points:	100 from lab (7 lab quizzes + participation)
Presentation Points:	100 (graduate students only)
Total Course Points:	700 for undergraduates & 800 for graduate students
Course Grading Scale:	90.0-100% = A, 80.0-89.9% = B, 70.0-79.9% = C, 60.0-69.9% = D, below 60.0% = F

Missed Exams

- If you miss an exam, you must immediately notify the instructor to reschedule the exam.
- Missed exams must be made up within a period of one week.
- You must have a valid, written excuse (*e.g.*, from a physician) to make up an exam.
- No make-up exams will be allowed during the last week of the course.
- The final exam cannot be made up. Do not miss the final!
- It is your responsibility to regularly check your CourseDen grades and Email.

STUDYING ADVICE

- 1) Read the material in the textbook before coming to lecture.
- 2) Attend every lecture and be on time for the beginning of class.
- 3) Study the lecture slides (lecture slides will be posted on CourseDen).
- 4) Take detailed notes during lecture.
- 5) Ask questions during lecture.
- 6) After lecture, review the text and organize your notes.
- 7) Use the study aids at the end of each chapter.
- 8) Discuss the material with classmates.
- 9) Spend several hours per week studying for this course.
- 10) See the instructor during office hours if anything is unclear.

ACADEMIC INTEGRITY

- Cheating will not be tolerated in any form.
- During exams, keep your eyes on your exam, and do not let others look at your exam.
- Cheating automatically results in receiving zero points for that exam.
- Please refer to the UWG Student Handbook for university-wide policies.

Bacterial Genetics Lecture Schedule — Spring Semester 2017

Dates	Day of Week	Lecture and Exam Schedule	Chapters to Read
Jan 9	M	Course Description and Syllabus	
Jan 11	W	Introduction to the Cell	Chapter 1
Jan 13	F	Introduction to the Cell	Chapter 1
Jan 16	M	<i>No Class, MLK Day</i>	
Jan 18	W	Introduction to the Cell	Chapter 1
Jan 20	F	The Bacterial DNA Molecule	Chapter 2
Jan 23	M	The Bacterial DNA Molecule	Chapter 2
Jan 25	W	The Bacterial DNA Molecule	Chapter 2
Jan 27	F	Exam 1	Chapters 1 and 2
Jan 30	M	Mutations	Chapter 3
Feb 1	W	Mutations	Chapter 3
Feb 3	F	Mutations	Chapter 3
Feb 6	M	DNA Repair	Chapter 4
Feb 8	W	DNA Repair	Chapter 4
Feb 10	F	DNA Repair	Chapter 4
Feb 13	M	Exam 2	Chapters 3 and 4
Feb 15	W	Recombination	Chapter 5
Feb 17	F	Recombination	Chapter 5
Feb 20	M	<i>No Class, Study Day</i>	
Feb 22	W	Recombination	Chapter 5
Feb 24	F	Transposition	Chapter 6
Feb 27	M	Transposition	Chapter 6
Mar 1	W	Transposition	Chapter 6
Mar 3	F	Exam 3	Chapters 5 and 6
Mar 6	M	Bacteriophage	Chapter 7
Mar 8	W	Bacteriophage	Chapter 7
Mar 10	F	Bacteriophage	Chapter 7

Mar 13	M	Transduction	Chapter 8
Mar 15	W	Transduction	Chapter 8
Mar 17	F	<i>No Class, Study Day</i>	
Mar 20	M	<i>No Class, Spring Break</i>	
Mar 22	W	<i>No Class, Spring Break</i>	
Mar 24	F	<i>No Class, Spring Break</i>	
Mar 27	M	Transduction	Chapter 8
Mar 29	W	<i>Exam 4</i>	<i>Chapters 7 and 8</i>
Mar 31	F	Natural Plasmids	Chapter 9
Apr 3	M	Natural Plasmids	Chapter 9
Apr 5	W	Conjugation	Chapter 10
Apr 7	F	<i>No Class, Study Day</i>	
Apr 10	M	Conjugation	Chapter 10
Apr 12	W	Conjugation	Chapter 10
Apr 14	F	Conjugation	Chapter 10
Apr 17	M	<i>Exam 5</i>	<i>Chapters 9 and 10</i>
Apr 19	W	Transformation	Chapter 11
Apr 21	F	Transformation	Chapter 11
Apr 24	M	Transformation	Chapter 11
Apr 26	W	Gene Expression and Regulation	Chapter 12
Apr 28	F	Gene Expression and Regulation	Chapter 12
May 1	M	<i>Exam 6</i>	<i>Chapters 11 and 12</i>

Bacterial Genetics Laboratory Schedule – Spring Semester 2017

Dates	Laboratory Exercise Schedule
Jan 18	Exercise 1: Micropipetting Basics
Feb 1	Exercise 2: Principles and Practice of Agarose Gel Electrophoresis
Feb 15	Exercise 3: Mini-Prep Isolation of Plasmid DNA
Mar 1	Exercise 4: Cleavage of DNA with Restriction Enzymes
Mar 15	Exercise 5: Transformation of <i>E. coli</i> with GFP & BFP
Mar 29	Exercise 6: Blue/White Cloning of a DNA Fragment
Apr 12	Exercise 7: PCR Amplification of DNA
Apr 26	Graduate Student Presentations

Bacterial Genetics Laboratory – Spring Semester 2017

Laboratory Guidelines

- ☆ Prior to each laboratory exercise you will receive a handout with information regarding the theory and background behind each exercise as well as a step-by-step protocol.
- ☆ It is your responsibility to come to lab on Wednesday afternoon fully prepared to perform the exercise with minimal help from others.
- ☆ When you come into the lab, please wait until your instructor says it is okay to begin the exercise. There may be additional instructions or modifications to the protocol that need to be discussed first.
- ☆ If you are not sure about how to perform a step in the protocol, please ask the instructor.
- ☆ Please keep the noise level to a minimum and listen for any additional instructions.
- ☆ Do not waste materials by coming to lab unprepared and making mistakes.
- ☆ Write down your observations/data and keep it in a safe place to use for the lab quiz.
- ☆ Once you have successfully completed the exercise, recorded results, and cleaned your work area, you are free to leave.
- ☆ The next time we meet, there will be a short quiz at the beginning of lab covering the previous exercise.
- ☆ Safety is our first concern.
- ☆ No food, drink, chewing gum, etc. is allowed in the laboratory.
- ☆ No children are allowed in the lab.
- ☆ Treat all cultures as if they are pathogenic using standard aseptic technique.
- ☆ Disinfect your benchtop before and after each exercise.
- ☆ Wash your hands before and after each exercise.
- ☆ Keep personal belongings off your workbench and store them in the designated areas.
- ☆ Keep hands, personal belongings, hair, loose clothing, flammable reagents (e.g., ethanol), etc. away from electric sterilizers.
- ☆ Immediately report any accidents to your instructor.
- ☆ Attendance and participation are mandatory!

Bacterial Pathogenesis

BIOL 4985-01W & BIOL 6985-01

Syllabus for Spring 2013

COURSE DESCRIPTION

Bacterial Pathogenesis introduces students to the field of medical microbiology and the study of infectious disease. Topics covered include a discussion of environmental and host factors involved in bacterial infection and disease, an introduction to epidemiology and nosocomial infections, an overview of innate and acquired host defenses, and an extensive survey of bacterial pathogens with special emphasis on virulence factors and molecular mechanisms underlying disease processes. Discussions will also focus on clinical methods routinely used to isolate, culture, and identify bacterial pathogens.

OFFICIAL PREREQUISITES

- Combination A:
BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, CHEM 1211K, and CHEM 1212K
with a minimum grade of C in every BIOL course
- Combination B (transfer students):
BIOL 1107, BIOL 1107L, BIOL 1108, BIOL 1108L, CHEM 1211K, and CHEM 1212K
with an average GPA of 2.5 or greater for these courses

RECOMMENDED PREREQUISITES

- Microbiology (BIOL 3310)
- Cell and Molecular Biology (BIOL 3134)
- Organic Chemistry I (CHEM 2411 and CHEM 2411L)

INSTRUCTOR

Dr. William J. Kenyon

Associate Professor

Department of Biology

University of West Georgia

Carrollton, GA 30118

CONTACT INFORMATION

Office: Room 223 Biology Building

Phone: 678-839-4033 (9-4033)

Email: wkenyon@westga.edu

OFFICE HOURS

MWF: 10:00am – 11:00am

TR: 9:00am – 12:00pm

REQUIRED TEXTBOOK

Text Title: *Microbiology with Diseases by Taxonomy*

Edition: 3rd edition (2011)

Authors: Robert W. Bauman

Publishers: Benjamin Cummings Publishing Company

ISSBN-13: 978-0-321-64043-7

ISSBN-10: 0-321-64043-8

LEARNING OBJECTIVES

- To recognize that parasitism is a type of symbiotic relationship resulting in disease
- To identify the environmental and host factors affecting bacterial infection and disease
- To define factors affecting the spread of bacterial infections through populations
- To survey the immune system as a defense against microbial invasion
- To compare and contrast the survival strategies of various bacterial pathogens
- To categorize bacterial virulence factors and their roles in pathogenesis
- To apply laboratory techniques commonly used in diagnostic bacteriology

READING ASSIGNMENTS

- Reading the textbook is critical for success in the course.
- The reading schedule is included at the end of this syllabus.

- Students are expected to read the material before it is covered in lecture.
- Reading the material again following lecture is highly recommended.
- Several hours per week should be devoted to reading the textbook.

ATTENDANCE AND TARDINESS POLICIES

- Attendance is mandatory, and class roll will be taken regularly throughout the semester.
- If you miss a lecture, you must provide a written excuse as soon as possible.
- If planning to miss more than one lecture, you must give prior notice.
- Tardiness is disruptive. Please arrive a few minutes before each lecture begins.
- If attendance and/or tardiness continue to be a problem, you will be reported to the university as “not engaged” in the course.

CLASSROOM RULES OF BEHAVIOR

- Talking among students is expected to immediately cease once class begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture presentation.
- If these issues become a problem, you will be reported as “not engaged” in the course.
- However, you are strongly encouraged to ask questions during the lecture.

EXAMINATIONS AND GRADING

Exams

- There will be a total of 4 exams during the semester.
- Each assignment is worth 100 points for a total of 400 points.
- There will be approximately 50-100 questions per exam.
- Most questions will be in multiple choice format, but other formats are possible.
- You will need a large scantron form #229633 for each exam.

Missed Exams

- If you miss an exam, you must immediately contact the instructor to reschedule.
- You must have a valid written excuse (*e.g.*, from a physician) to make up an exam.
- With a permitted absence, missed exams can be made up within one week.
- No make up exams will be allowed during the last week of the course.
- It is your responsibility to regularly check your Email and your grades.

MMWR Research Papers and Presentations

- Each undergraduate student enrolled in BIOL 4985-01W is required to submit a 10-page research paper based on an article from the *Morbidity and Mortality Weekly Report* (MMWR) published by the Centers for Disease Control and Prevention (CDC). Please refer to the course schedule for first draft and final draft due dates.
- Graduate students enrolled in BIOL 6985-01 are required to give a 15-20 minute PowerPoint presentation based on an article from the MMWR. Graduate MMWR presentations will be during the class period set aside for the final.
- More information regarding the organization of MMWR papers/presentations, including a suggested outline and the grading rubric, will be provided later in the semester.
- Each MMWR paper or presentation is worth 100 points.

Extra Credit Opportunity

- Attendance at the graduate MMWR presentations during finals week will be worth 20 extra credit points. This extra credit is for undergraduates only.
- These points will simply be added to your point total for the course.

Final Grades

- There are 500 total points possible for the course:
 - 400 exam points + 100 MMWR points
- Exam points + MMWR points + extra credit points = total points for the course
- Total points ÷ 500 points possible = final percentage
- Letter grades are based on your final percentage according to the standard scale:
A = 90-100%, B = 80-89.9%, C = 70-79.9%, D = 60-69.9%, F = below 60.0%
- It is your responsibility to regularly check your grades throughout the semester.

STUDYING ADVICE

- 11) Read the material in the textbook before coming to class.
- 12) Attend every lecture and be on time for the beginning of class.
- 13) Study the lecture slides.
- 14) Take detailed notes during each lecture.
- 15) Ask questions during each lecture.
- 16) After class, review the text and organize your notes.
- 17) Use the study aids at the end of each chapter.
- 18) Discuss the material with classmates.
- 19) Spend several hours per week studying for this course.
- 20) See the instructor during office hours if anything is unclear.

ACADEMIC INTEGRITY

- Cheating and/or plagiarism will not be tolerated in any form.
- During exams, keep your eyes on your exam, and do not let others look at your exam.
- Cheating and/or plagiarism will result in no points for that exam or assignment.
- Please refer to the UWG Student Handbook for official university-wide policies.

REGARDING SEATS FOR BIOLOGY COURSES

Seats for all courses offered by the Biology Department are limited. Even though the Biology Department continues to increase the supply of seats for popular courses on an annual basis, the Biology Department cannot guarantee a seat for all interested students in a given semester. To plan for the possibility of a seating shortage, most students are advised to build a flexible course schedule each semester. Other students, especially students who have a pre-major or have not declared a major, are advised to consider alternative course-providers as a contingency for semesters in which a specific biology course is critically important.

Bacterial Pathogenesis (BIOL 4985-01W & BIOL 6985-01) – Spring Semester 2013

Date	Day	Lecture, Exam, and Assignment Schedule	Reading Assignments
1/7	M	Introduction to the Course and Syllabus	
1/9	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
1/11	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
1/14	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
1/16	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
1/18	F	No Class, Study Day	
1/21	M	No Class, Martin Luther King Day	
1/23	W	Review Session for Exam 1	Chapter 14
1/25	F	Exam 1	Chapter 14
1/28	M	Controlling Microbial Growth in the Environment	Chapter 9
1/30	W	Controlling Microbial Growth in the Environment	Chapter 9
2/1	F	Controlling Microbial Growth in the Environment	Chapter 9
2/4	M	Controlling Microbial Growth in the Environment	Chapter 9
2/6	W	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
2/8	F	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
2/11	M	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
2/13	W	Review Session for Exam 2	Chapters 9 & 10
2/15	F	No Class, Study Day	
2/18	M	No Class, Study Day	
2/20	W	Exam 2	Chapters 9 & 10
2/22	F	Innate Immunity	Chapter 15
2/25	M	Innate Immunity	Chapter 15
2/27	W	Innate Immunity	Chapter 15
3/1	F	Innate Immunity	Chapter 15
3/4	M	Adaptive Immunity	Chapter 16
3/6	W	Adaptive Immunity	Chapter 16
3/8	F	Adaptive Immunity	Chapter 16
3/11	M	Adaptive Immunity	Chapter 16
3/13	W	Review Session for Exam 3	Chapters 15 & 16

3/15	F	Exam 3 MMWR Research Papers Due (First Draft)	<i>Chapters 15 & 16</i>
3/18	M	No Class, Spring Break	
3/20	W	No Class, Spring Break	
3/22	F	No Class, Spring Break	
3/25	M	Pathogenic Gram-Positive Bacteria	Chapter 19
3/27	W	Pathogenic Gram-Positive Bacteria	Chapter 19
3/29	F	No Class, Study Day	
4/1	M	Pathogenic Gram-Positive Bacteria	Chapter 19
4/3	W	Pathogenic Gram-Positive Bacteria	Chapter 19
4/5	F	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
4/8	M	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
4/10	W	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
4/12	F	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
4/15	M	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
4/17	W	Review Session for Exam 4 (Final Exam)	Chapters 19, 20, & 21
4/19	F	Exam 4 MMWR Research Papers Due (Final Draft)	<i>Chapters 19, 20, & 21</i>
4/22	M	Final Class Period (8:00am—10:30am) Graduate MMWR Presentations	Chapters 19, 20, & 21

Syllabus

Advanced Medical Microbiology (BIOL 4325/5325)

Summer Semester 2014

COURSE DESCRIPTION

Advanced Medical Microbiology is designed to inform students of current developments in the areas of clinical and medical microbiology. The course will focus on mechanisms of pathogenesis and host defense. Discussion of new and emerging infectious agents will be addressed.

PREREQUISITES

- Microbiology (BIOL 3310) or equivalent course in introductory microbiology
- Combination A or Combination B

Combination A:

BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, CHEM 1211K, and CHEM 1212K
with a minimum grade of C in every BIOL course

Combination B (transfer students):

BIOL 1107, BIOL 1107L, BIOL 1108, BIOL 1108L, CHEM 1211K, and CHEM 1212K
with an average GPA of 2.5 or greater for these courses

MEETING TIMES

Starting Date: Monday, June 30th

Ending Date: Friday, July 25th

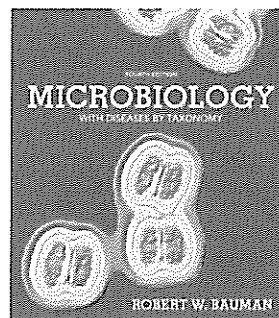
Lecture Times: MTWRF, 12:30-2:45PM, classroom 150 Biology Building

INSTRUCTOR

Name: Dr. William J. Kenyon
Office: Room 223 Biology Building
Office Hours: 9:00-11:00AM MTWRF
Office Phone: 678-839-4033 (9-4033)
E-mail: via CourseDen

REQUIRED TEXTBOOK

Text Title: ***Microbiology with Diseases by Taxonomy***
Edition: 4th edition (2014)
Authors: Robert W. Bauman
Publishers: Benjamin Cummings Publishing Company
ISSBN-13: 978-0-321-81931-4
ISSBN-10: 0-321-81931-4



LEARNING OBJECTIVES

- To recognize that parasitism is a type of symbiotic relationship resulting in disease
- To identify the environmental and host factors affecting microbial infection and disease
- To define factors affecting the spread of microbial infections through populations
- To survey the immune system as a defense against microbial invasion
- To compare and contrast the survival strategies of various microbial pathogens
- To categorize virulence factors and their roles in pathogenesis
- To apply laboratory techniques commonly used in diagnostic microbiology

READING ASSIGNMENTS

- Reading the textbook is critical for success in the course.
- The reading schedule is included at the end of this syllabus.
- Students are expected to read the material before it is covered in lecture.
- Reading the material again following lecture is highly recommended.
- Several hours per week should be devoted to reading the textbook.

ATTENDANCE AND TARDINESS POLICIES

- Attendance is mandatory, and class roll will be taken regularly.
- If you miss a lecture, you must provide a written excuse as soon as possible.
- If planning to miss more than one lecture, you must give prior notice.
- Tardiness is disruptive. Please arrive a few minutes before each lecture begins.
- If attendance and/or tardiness continue to be a problem, you will be reported to the university as “not engaged” in the course.

CLASSROOM RULES OF BEHAVIOR

- Talking among students is expected to immediately cease once class begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture presentation.
- If these issues become a problem, you will be reported as “not engaged” in the course.
- However, you are strongly encouraged to ask questions during the lecture.

EXAMS AND GRADING

Exams

- There will be a total of 4 exams during the semester.
- Each exam is worth 100 points for a total of 400 points.
- There will be approximately 50-100 questions per exam.
- Most questions will be in multiple choice format, but other formats are possible.
- You will need a large scantron form #229633 for each exam.

Missed Exams

- If you miss an exam, you must immediately contact the instructor to reschedule.
- You must have a valid written excuse (*e.g.*, from a physician) to make up an exam.
- With a permitted absence, missed exams can be made up within one week.
- No make up exams will be allowed during the last week of the course.
- It is your responsibility to regularly check your Email and your grades on CourseDen.

MMWR Research Papers (Graduate Students Only!)

- Graduate students enrolled in BIOL 5325 are required to submit a 10-page research paper based on an article from the *Morbidity and Mortality Weekly Report* (MMWR) published by the Centers for Disease Control and Prevention (CDC).
- The MMWR paper is due Friday, July 25th.
- More information regarding the organization of the MMWR paper, including a suggested outline and grading rubric, will be provided.
- The MMWR paper is worth 100 points.

Final Grades

- BIOL 4325 (undergraduates): There are 400 total points possible for the course.
- BIOL 5325 (graduate students): There are 500 total points possible for the course (400 points from exams + 100 points from the MMWR paper).
- $\text{Points scored} \div \text{points possible} = \text{final percentage}$
- Letter grades are based on your final percentage according to the standard scale:
A = 90-100%, B = 80-89.9%, C = 70-79.9%, D = 60-69.9%, F = below 60.0%
- It is your responsibility to regularly check your grades throughout the semester.

STUDYING ADVICE

- 21) Read the material in the textbook before coming to class.
- 22) Attend every lecture and be on time for the beginning of class.
- 23) Study the lecture slides.
- 24) Take detailed notes during each lecture.
- 25) Ask questions during each lecture.
- 26) After class, review the text and organize your notes.
- 27) Use the study aids at the end of each chapter.
- 28) Discuss the material with classmates.
- 29) Spend several hours per week studying for this course.
- 30) See the instructor during office hours if anything is unclear.

ACADEMIC INTEGRITY

- Cheating and/or plagiarism will not be tolerated in any form.
- During exams, keep your eyes on your exam, and do not let others look at your exam.
- Cheating and/or plagiarism will result in no points for that exam or assignment.
- Please refer to the UWG Student Handbook for official university-wide policies.

REGARDING SEATS FOR BIOLOGY COURSES

Seats for all courses offered by the Biology Department are limited. Even though the Biology Department continues to increase the supply of seats for popular courses on an annual basis, the Biology Department cannot guarantee a seat for all interested students in a given semester. To plan for the possibility of a seating shortage, most students are advised to build a flexible course schedule each semester. Other students, especially students who have a pre-major or have not declared a major, are advised to consider alternative course-providers as a contingency for semesters in which a specific biology course is critically important.

Advanced Medical Microbiology (BIOL 4325/5325) – Summer Semester 2014

Date	Day of Week	Lecture and Exam Schedule	Chapters to Read
June 30	M	Introduction to Course Infection, Infectious Disease, and Epidemiology	Syllabus Chapter 14
July 1	T	Infection, Infectious Disease, and Epidemiology Infection, Infectious Disease, and Epidemiology	Chapter 14 Chapter 14
July 2	W	Pathogenic Gram-Positive Bacteria Pathogenic Gram-Positive Bacteria	Chapter 19 Chapter 19
July 3	R	Pathogenic Gram-Positive Bacteria Pathogenic Gram-Positive Bacteria	Chapter 19 Chapter 19
July 4	F	No Class, Exam 1 (Take-Home Exam)	Chapter 14
July 7	M	Pathogenic Gram-Negative Cocci and Bacilli Pathogenic Gram-Negative Cocci and Bacilli	Chapter 20 Chapter 20
July 8	T	Pathogenic Gram-Negative Cocci and Bacilli Pathogenic Gram-Negative Cocci and Bacilli	Chapter 20 Chapter 20
July 9	W	Rickettsias, Chlamydias, Spirochetes, and Vibrios Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21 Chapter 21
July 10	R	Rickettsias, Chlamydias, Spirochetes, and Vibrios Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21 Chapter 21
July 11	F	Exam 2	Chapters 15 and 16
July 14	M	Pathogenic Fungi Pathogenic Fungi	Chapter 22 Chapter 22
July 15	T	Pathogenic Fungi Pathogenic Fungi	Chapter 22 Chapter 22
July 16	W	Parasitic Protozoa, Helminths, and Arthropod Vectors Parasitic Protozoa, Helminths, and Arthropod Vectors	Chapter 23 Chapter 23
July 17	R	Parasitic Protozoa, Helminths, and Arthropod Vectors Parasitic Protozoa, Helminths, and Arthropod Vectors	Chapter 23 Chapter 23
July 18	F	Exam 3	Chapters 19, 20, and 21

July 21	M	Pathogenic DNA Viruses Pathogenic DNA Viruses	Chapter 24 Chapter 24
July 22	T	Pathogenic DNA Viruses Pathogenic DNA Viruses	Chapter 24 Chapter 24
July 23	W	Pathogenic RNA Viruses Pathogenic RNA Viruses	Chapter 25 Chapter 25
July 24	R	Pathogenic RNA Viruses Pathogenic RNA Viruses	Chapter 25 Chapter 25
July 25	F	Exam 4	Chapters 24 and 25

Dr. Molesworth.
Essentials in Immunology (BIOL 4727/5727)
Lecture Syllabus

Description of Course

This is an introductory level immunology course in which the fundamentals of the subject will be covered for both the innate and adaptive immune systems.

Subjects to be covered will include antibody structure and function, antigen recognition, B and T cell development and immunity.

Pre-requisites

- Combination A or B (see undergraduate catalog).
- BIOL 3310, microbiology.
- It is highly recommended that you take BIOL 3134 Cell and molecular biology.

Academic Goals for the Course

- It is the goal of this course to provide students with a fundamental knowledge of immunology.
- Students will complete this course understanding the role of the immune system in defense against disease.
- They will know the cell types which compose both branches of the immune system and understand the function and role of each cell when the body is under attack from the microbiological world.
- In addition students will understand the complex processes which are in place to control and organize cells of the immune system and the failsafe mechanisms which the body has in place to avoid damage to host tissue by the highly reactive immune defense cells.

- Lastly students will gain an insight into the diseases which can result when the immune system fails to function normally.
- Laboratory sessions will use a clinical approach to illustrate immunological mechanisms and demonstrate diagnostic techniques relating to the field.

Instructor Contact Information and Office Hours

Dr. Sara Molesworth

Department of Biology

University of West Georgia

Office: Room 285 Biology Building

Phone: 678-839-4028

E-Mail: please use Course Den

Office Hours: 8-9 am EXCLUDING Wednesday. Or By Appointment.

Textbook and Reading Assignments

Text Title: ***The Immune system***

Edition: 4th edition

Authors: Peter Parham

Publishers: Garland Science

ISSBN: 978-0-8153-4146-8

Reading Assignments

Students are expected to read each chapter in its entirety before the chapter is covered in lecture (see lecture schedule). Students should set aside several hours each week for the sole purpose of reading the textbook.

Reading assignments are mandatory and will be used to generate classroom discussion.

Assignments, Examinations and Final Grades

- All grade queries are limited to one week from the date of release and **MUST** be made in person during office hours (this excludes the final for which you have 48hrs).

UNDERGRADUATES:

Assignments

- A lab book will be provided.
- This will be used to record all protocols, experiments, results, analysis and conclusions.
- Kit protocols will be neatly glued/taped into the lab book prior to each lab.
- Additional protocol notes will be added to the lab book by performing referenced literature research. These notes should be detailed enough to assist you in interpreting the kit protocols for each experiment.
- This lab book may be used as reference during lab exams.

Exams

- There will be 2 lab exams, each worth 100 pts. (total 200 pts).
- There will be 4 exams each worth 100pts. (total 400 pts).
- Scantron form #229633 (large, pink form) required for each.

Final Grade

- 600 points available.
- Final letter grades are based on the following standard scale without exception (no bumping, sliding or curving):

A = 90-100%,

B = 80-89.9%,

C = 70-79.9%,

D = 60-69.9%,

F = below 60.0%

GRADUATES

Assignments

- A lab book will be provided.
- This will be used to record all protocols, experiments, results, analysis and conclusions.
- Kit protocols will be neatly glued/taped into the lab book prior to each lab.
- Additional protocol notes will be added to the lab book by performing referenced literature research. These notes should be detailed enough to assist you in interpreting the kit protocols for each experiment.
- This lab book may be used as reference during lab exams.
- A review paper on an immunological condition of your choice (100 pts).
 - At least 10 journal paper citations – use journal format from J. of Immunology for citation style.
 - No web site references.
 - Include sections as follows:
 - Introduction (a brief summary of what is to be included in the paper).
 - Disease (history and symptoms.)
 - Genetic or molecular dysfunction of the disorder
 - Treatment and Prognosis.
 - Current research (include discussion of data).
 - Case study 1.
 - Case study 2.
 - Conclusion.
 - **Submit to course den drop box**

Exams

- There will be 2 lab exams, total 200 pts.
- There will be 4 exams each worth 100pts. (total 400 pts)
- Scantron form #229633 (large, pink form) required for each.

Final Grade

- 700 points available.
- Final letter grades are based on the following standard scale:
 - A = 90-100%,
 - B = 80-89.9%,
 - C = 70-79.9%,
 - D = 60-69.9%,
 - F = below 60.0%

Studying Advice

2. Read the textbook before coming to lecture!!!
 - For every hour spent in a lecture you should spend at least two or three extra hours studying the book and working on your notes.
2. Attend every lecture.
3. Take detailed notes during lecture.
4. Ask questions during lecture.
5. After lecture, review the text and organize your notes.
6. Use the study aids at the end of each chapter.
7. Discuss the material with classmates.
 - Study groups may be helpful for some students BUT be cautioned that these will not replace individual time spent on the subject.
 - Study groups are useful for discussion of topics to clarify the key points and may be of most help for revision i.e. select a topic amongst your group, study on your own, then and only then meet as a group to reinforce the material.
8. See the instructor during office hours if anything is unclear.

- If you are confused about a topic or find yourself lost in a chapter do not rely on your friends to teach you – that is why I have office hours.
- Never delay asking for help – it is not a weakness but strength to identify when you need more guidance.

9. *Work consistently hard throughout the semester!!!!!!*

- It is far better to maintain a good grade than try to pull your grade up at the end of the semester.

Suggestions for what to do before each lecture:

Study the book!

If you come prepared to a lecture everything you hear will reinforce what you have already learnt and if you have question we can address them immediately.

I suggest that you get into a routine of doing the following before each lecture:

- read the chapter(s) quickly
- note any words which are unfamiliar to you as you read
- use the glossary to define these terms and keep a record of them in your notes
- re-read the chapter in detail
- use the summary in the book to identify the key concepts that you have learnt
- make revision notes
- use your revision notes to produce a one page chapter map or summary.

Never leave revision notes to the last minute it will only cause you unnecessary stress just before an exam.

Remember there are no short cuts to success..... only hard work.

Attendance and Classroom Behavior

- Attendance is mandatory and role will be taken.
- If you are absent repeatedly from the role you will be reported on Banweb as not engaged

- All cell phones, and any other electronic devices that create disruptive noise, must be silenced during lectures.
- Lectures will begin promptly, any late comers who cause disruption will be asked to leave.
- Excessive talking during the lecture period is distracting to me and other students and you may be asked to leave.

Academic Integrity

Cheating and plagiarism will not be tolerated in any form. Any student who cheats on an exam or assignment will receive zero points with no chance of recovering those points later. Refer to the UWG Student Handbook for university policies.

Final Words

- You are responsible for your own actions and must remain self-motivated with your studies.
- As your lecturer I can only help if you ask for it – if you do not take advantage of my office hours that is your decision.
- REMEMBER I DO NOT **GIVE** YOU YOUR GRADE YOU **EARN** IT.

All Students Please Note!

- For important policy information, i.e., 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

Scoring rubric for written and oral assignments within the graduate Biology program.

Expectations: (Modified from, standard science rubric: isbe.state.il.us/ils/science/pdf/rubric.pdf)

- **Exceeds** - must receive no more than one 3 and the rest 4s in the other areas of the rubric. (Total = 11-12 equivalent to grade A).
- **Meets** - may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric (Total =9-10 equivalent to grades B and C).
- **Approaches** - may receive no more than one 1 and a combination of 2s, 3s, or 4s, in the

Score	Scientific Content	Comprehension and Development	Structure and Organization
	i. topic outlined into points ii. data used for evidence iii. ideas and terms defined iv. literature reviewed	i. points described adequately ii. data described accurately iii. ideas merged into an original theme iv. literature adequately represented	i. points presented logically ii. figures and tables used effectively iii. accurate grammar and style used v. literature cited appropriately
4	Correct 90-100% of the time	Correct 90-100% of the time	Correct 90-100% of the time
3	Correct 70-90% of the time	Correct 70-90% of the time	Correct 70-90% of the time
2	Correct 60-70% of the time	Correct 60-70% of the time	Correct 60-70% of the time
1	Correct less than 60% of the time	Correct less than 60% of the time	Correct less than 60% of the time
	33% of score	33% of score	34% of score

other areas of the rubric (Total = 6-8 equivalent to grade D).

- **Fails** - (total less than 5 equivalent to grade F).

9.30am-10.50am T. Th. Wednesday 8.00-10.45 am.

Day	Date	Lecture Schedule	Reading Assignments
W	Aug 15	Syllabus & Introduction	
TH	16	Elements of the immune system and their roles in defense	Chapters 1
T	21	Elements of the immune system and their roles in defense	
W	22	Lab orientation	Bring lab coat and assign lockers
TH	23	Elements of the immune system and their roles in defense	
T	28	Innate immunity	Chapter 2 and 3
W	29	Lab 1 # 986 Analysis of mammalian cell types	
TH	30	Innate immunity	
T	Sept 4	Innate immunity	
W	5	Lab 2 # 990 Morphology of cancer cells	#141 Blood based cancer diagnosis.
TH	6	Innate immunity	
T	11	Exam 1 Chapters 1,2,3	1 hour
W	12	Lab 3 #140 Blood typing	
TH	13	Principals of adaptive immunity	Chapters 4 and 5
T	18	Principals of adaptive immunity	
W	19	Lab 4 #273 Radial immunodiffusion	
TH	20	Principals of adaptive immunity	
T	25	Principals of adaptive immunity	
W	26	Antibody structure and the generation of B-cell diversity	Chapter 4
TH	27	Antibody structure and the generation of B-cell diversity	
T	Oct.2	Antibody structure and the generation of B-cell diversity	
W	3	Lab exam 1	1 hour
TH	4	Fall Break	
T	9	Antigen recognition by T lymphocytes	Chapter 5

W	10	Lab 5 #276 Immunoblot for clinical diagnosis	
TH	11	Antigen recognition by T lymphocytes	
T	16	Antigen recognition by T lymphocytes	
W	17	Lab 6 #269 Introduction to ELISA	
TH	18	T cell-mediated immunity	Chapter 8
T	23	Exam 2 Chapters 4 and 5	1 hour
W	24	Lab 7 #278 Quantitative ELISA	
TH	25	T cell-mediated immunity	
T	30	T cell-mediated immunity	
W	31	Lab 8 #274 In search of the kissing disease	
TH	Nov. 1	Immunity mediated by B cells and antibody	Chapter 9
T	6	Immunity mediated by B cells and antibody	
W	7	Lab exam 2	1 hour
TH	8	Immunity mediated by B cells and antibody	
T	13	Exam 3 Chapters 8 and 9	1 hour
W	14	Preventing Infection at the mucosal surface.	Chapter 10
TH	15	Preventing Infection at the mucosal surface.	
Thanksgiving Break Nov. 19-23			
T	27	Preventing Infection at the mucosal surface.	
W	28	Immunological Memory and Vaccination	Chapter 11
TH	29	Failures of the body's defenses	Chapter 13
T	Dec. 4	Failures of the body's defenses	
W	5	Failures of the body's defenses	
TH	6	Failures of the body's defenses	
TH	Dec. 13	Exam 4 Chapters 10, 11 and 13 8 am NOTE TIME CHANGE!!!!!!	1 hour

Essentials in Immunology Lab Syllabus.

Location: New Micro unit in biology building.

General information:

Lab is scheduled for a 3 hour block one day a week:

DO NOT ARRIVE LATE TO LAB – IF YOU MISS THE LAB INTRO. YOU WILL BE DENIED ACCESS TO THE PRACTICAL ON GROUNDS OF LACK OF TRAINING AND SAFETY.

Learning objectives:

- To develop the skills required for performance of tissue culture.
- To understand the mechanism behind antibody-antigen interaction.
- To learn techniques which enable immunological detection of proteins and diagnosis of disease.
- To develop skills in data interpretation and analysis.

Lab Manual and lab record book:

- All protocols will be provided via Course den for preview.
- Laboratory sessions will utilize specialized kits with detailed instructions obtained from commercial suppliers.
- No specific lab manual is required for purchase.
- A laboratory notebook for record keeping will be supplied in lab.
- You will be required to research and record detailed notes on the theory and protocols associated with each laboratory experiment prior to performing the tasks.

Examination and Grading:

- The laboratory course contributes 100 pts. of the final grade for BIOL 4727/5727.
- There will be one lab exam at the end of the semester.

Attendance:

- Attendance is **mandatory - absence from a lab will result in a zero for the corresponding lab section on the exam.**
- Labs will start punctually.
- Role will be taken.
- Arrive on time - you **will not** be given additional time for completing your work.
- Absence will require written documentation of illness etc. within 1 week.
- Due to kit use and reagent half-life times – **labs cannot be made up.**

Laboratory Rules and Safety:

- Silence cell phones.
- Listen to all announcements.
- Talking during the instructional period should only be directed towards the instructor.
- Excessive noise levels during practical work will not be tolerated for reasons of safety. You must be attentive to the instructor's advice at all times.
- **If I have to shout you are too loud!!!!**
- Absolutely no food or drink in the lab. (This includes items in a bag or pocket.) If found you will have to dispose of the item due to possible contamination. This includes items such as gum and lip balm.
- Lockers are provided outside the laboratory to secure for your bags and other belongings.
- Wear a lab coat and sensible clothing – you will be using flammables, stains and biohazardous materials.
- Adequate foot wear is required – **no open toes no excessive heels.**
- Long hair should be tied away from face for safety.
- No hats to be worn in the lab.
- **REPORT ALL ACCIDENTS IMMEDIATELY IN A CALM MANNER.**
- Treat all equipment with respect – it is expensive and potentially hazardous!!
- Consider all micro-organisms as potential pathogens.

- **If you are immuno-compromised for any reason you must receive clearance from your Doctor and the Instructor prior to entering the lab (this includes pregnancy).**

- Wash hands whenever you leave the lab.
- Disinfect your work area with 70% ethanol at the start of the lab and again at the end.
- Use caution when operating electric sterilizers they are extremely hot.

- If you are confused about any procedure or concept, ask questions.
 - Check course den for announcements.
 - All tubes and plates should be labeled legibly with the student's code (initials plus bench number). You may need to add other descriptions depending upon the lab exercise.
 - Agar plates should be labeled on the bottom with a marker; do not use tape.
 - Slides should be labeled with a pencil or alcohol resistant marker.
 - Electric sterilizers are hot!! Do not leave your inoculating loop in the sterilizer – it will melt!
-
- It is **your** responsibility to clean up your work area at the end of the lab period. Your instructor will designate an area to place supplies and used culture tubes for disposal.

Safety is of the utmost importance when working in a laboratory. Please conduct yourself in a responsible manner at all times. Listen attentively to your instructor on all matters.

Academic Integrity

- University policy is adhered to regarding cheating and plagiarism.

Basic Lab Equipment and Supplies

Your station should contain:

2 inoculating loops

1 inoculating needle

1 box of microscope slides

1 book of lens paper

1 book of bibulous paper

1giant clothes pins

1 pencil

Tube rack

Sharpie®

DI water

70% ethanol

1 Bactcinerater

1 staining kit

Microscopes

Proper knowledge of microscope use is essential to getting the most out of your lab experience. Each student will be assigned a microscope and will be responsible for the proper use and care of that microscope.

General guidelines for microscope use are on courseDen. Please familiarize yourself with those guidelines as well as rules for set-up and storage of microscopes (listed below).

1. Always carry your scope with two hands - one on the arm and one under the base.
2. Place your scope on the bench away from the edge. Make sure it is a safe distance away from sterilizers, or anything else that is hot.
3. Before turning on microscope, make sure the light intensity control is on its lowest setting.
4. ONLY THE OIL IMMERSION OBJECTIVE SHOULD BE PLACED IN OIL.
5. Be careful not to get oil on the other objectives.
6. The following steps should be performed after use of microscope and before storage:
 - Wipe the objective lenses with lens paper. Clean the oil immersion lens last.
 - Rotate the nosepiece so that the lowest power objective is pointing downward.
 - Clean stray oil from the stage.
 - Turn the light intensity control to its lowest setting.
 - Lower the stage as far as possible.

- Carefully coil or fold the cord and tuck it at the SIDE of the scope NOT under the condenser.
- Move the scope to the back of your bench.

Laboratory Schedule

Lab	Experiment	Aim
<i>Some labs will take more than one week for completion</i>		
1	# 986 Analysis of mammalian cell types	Staining and microscopic observation of human cells
2-1 2-2	# 990 Morphology of cancer cells. #141 Blood based cancer diagnosis.	To demonstrate the diagnostic changes observed in cancer cells and explore clinical methods for confirming cancer in a patient.
3	#140 Blood typing	To demonstrate the physical interaction between antigen and antibody.
4	#273 Radial immunodiffusion	Immunological basis for blood typing – agglutination assay
5	#276 Immunoblot for clinical diagnosis	To demonstrate the specificity of antibody antigen interactions
6	#269 Introduction to ELISA	To explain a key immunological assay used clinically and for research.
7	#278 Quantitative ELISA	Generating quantitative data
8	#274 In search of the kissing disease	Use of the ELISA technique to diagnose patients with mononucleosis due to infection with Epstein-Barr virus

All Students Please Note!

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Additions and updates are made as institution, state, and federal standards change, so please review it each semester

Bacterial Pathogenesis Syllabus

BIOL 4728-01W (DSW) and BIOL 5728-01

Spring Semester 2018

COURSE DESCRIPTION

Bacterial Pathogenesis introduces students to the field of medical microbiology and the study of infectious disease. Topics covered include a discussion of environmental and host factors involved in bacterial infection and disease, an introduction to epidemiology and nosocomial infections, an overview of innate and acquired host defenses, and an extensive survey of bacterial pathogens with special emphasis on virulence factors and molecular mechanisms underlying disease processes. An online, virtual laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

PREREQUISITE

- Microbiology (BIOL 3310)

MEETING TIMES

Starting Date: Monday, January 8th
Ending Date: Friday, April 27th
Lecture: Mon Wed Fri, 11:00-11:50am, classroom 229 Education Center
Laboratory: Mon Wed, 12:30-1:45pm, lab 249 Biology Building

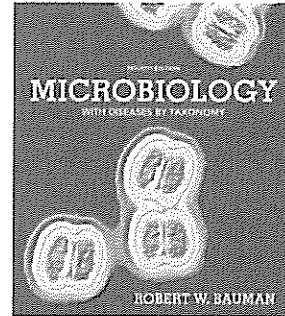
INSTRUCTOR

Name: Dr. William J. Kenyon
Office: Room 149 Strozier
Office Hours: via CourseDen email or by appointment
Office Phone: 678-839-4033

Primary Email: via CourseDen
Secondary Email: wkenyon@westga.edu

REQUIRED TEXTBOOK

Text Title: ***Microbiology with Diseases by Taxonomy***
Edition: 4th edition (2014)
Authors: Robert W. Bauman
Publishers: Benjamin Cummings Publishing Company
ISSBN-13: 978-0-321-81931-4
ISSBN-10: 0-321-81931-4



LEARNING OBJECTIVES

- To recognize that parasitism is a type of symbiotic relationship resulting in disease
- To identify the environmental and host factors affecting bacterial infection and disease
- To define factors affecting the spread of bacterial infections through populations
- To survey the immune system as a defense against microbial invasion
- To compare and contrast the survival strategies of various bacterial pathogens
- To categorize bacterial virulence factors and their roles in pathogenesis
- To apply laboratory techniques commonly used in diagnostic bacteriology

READING ASSIGNMENTS

- Reading the textbook is critical for success in the course.
- The reading schedule is included at the end of this syllabus.
- Students are expected to read the material before it is covered in lecture.
- Reading the material again following lecture is highly recommended.
- Several hours per week should be devoted to reading the textbook.

ATTENDANCE AND TARDINESS POLICIES

- Attendance is mandatory, and class roll will be taken regularly throughout the semester.
- If you miss a lecture, you must provide a written excuse as soon as possible.
- If planning to miss more than one lecture, you must give prior notice.
- Tardiness is disruptive. Please arrive a few minutes before each lecture begins.
- If attendance and/or tardiness continue to be a problem, you will be officially reported to the university.

CLASSROOM RULES OF BEHAVIOR

- Talking among students is expected to immediately cease once class begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture presentation.
- If these issues become a problem, you will be officially reported to the university.
- However, you are strongly encouraged to ask questions during the lecture.

EXAMINATIONS AND GRADING

Exams

- There will be a total of 4 regular exams during the semester.
- Each regular exam is worth 100 points for a total of 400 points.
- There will be approximately 50-100 questions per exam
(Therefore, the number of points per question may vary.)
- Most questions will be in multiple choice format, but other formats are possible.
- You will need a large Scantron form #229633 for each exam.

Missed Exams

- If you miss an exam, you must immediately contact the instructor to reschedule.
- You must have a valid written excuse (*e.g.*, from a physician) to make up an exam.
- With a permitted absence, missed exams can be made up within one week.
- No make-up exams will be allowed during the last week of the course.
- It is your responsibility to regularly check your Email and your grades.

Micro-Slides and MMWR Presentations

- Each undergraduate student enrolled in BIOL 4728-01W (DSW) is required to submit a set of “*Micro-Slides*” using PowerPoint. More information on how to create your *Micro-Slides*, and how they will be graded, will be provided later in the semester.
- Graduate students enrolled in BIOL 5728-01 are required to give a 15-20 minute PowerPoint presentation based on an article from the *Morbidity and Mortality Weekly Report (MMWR)* published by the Centers for Disease Control and Prevention (CDC). Graduate *MMWR* presentations are scheduled for the last week of the semester. More information regarding the organization of *MMWR* presentations, including a suggested outline and grading rubric, will be provided later in the semester.
- *Micro-Slides* and *MMWR* presentations are each worth 200 points.

Extra Credit Opportunity

- Attendance at the graduate *MMWR* presentations during the last week of the semester will be worth extra credit points. This extra credit is for undergraduates only.
- These points will simply be added to your point total for the course.

Final Grades

- There are **800 total points** possible for the course:
 - 400 regular exam points + 200 laboratory points + 200 points for either *Micro-Slides* or *MMWR* presentation = 800 total points for the course
- Your point total ÷ 800 points possible = your final percentage
- Letter grades are based on your final percentage according to the standard scale:
A = 90-100%, B = 80-89.9%, C = 70-79.9%, D = 60-69.9%, F = below 60.0%
- It is your responsibility to regularly check your grades throughout the semester.

STUDYING ADVICE

- 31) Read the material in the textbook before coming to class.
- 32) Attend every lecture and be on time for the beginning of class.
- 33) Study the lecture slides.
- 34) Take detailed notes during each lecture.
- 35) Ask questions during each lecture.
- 36) After class, review the text and organize your notes.
- 37) Use the study aids at the end of each chapter.
- 38) Discuss the material with classmates.

- 39) Spend several hours per week studying for this course.
- 40) See the instructor during office hours if anything is unclear.

ACADEMIC INTEGRITY

- Cheating and/or plagiarism will not be tolerated in any form.
- During exams, keep your eyes on your exam, and do not let others look at your exam.
- Cheating and/or plagiarism will result in no points for that exam or assignment.
- Please refer to the UWG Student Handbook for official university-wide policies:
[https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016 2017 UWG Student Planner.pdf](https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016%202017%20UWG%20Student%20Planner.pdf)

REGARDING SEATS FOR BIOLOGY COURSES

Seats for all courses offered by the Biology Department are limited. Even though the Biology Department continues to increase the supply of seats for popular courses on an annual basis, the Biology Department cannot guarantee a seat for all interested students in a given semester. To plan for the possibility of a seating shortage, most students are advised to build a flexible course schedule each semester. Other students, especially students who have a pre-major or have not declared a major, are advised to consider alternative course-providers as a contingency for semesters in which a specific biology course is critically important.

All Students Please Note!

For important policy information, i.e., 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.

Other important information:

<https://www.westga.edu/police/campus-carry.php>

Bacterial Pathogenesis (BIOL 4728/5728) Lecture Schedule – Spring Semester 2018

Date	Day of Week	Lectures, Exams, Assignments, and Virtual Lab Activities	Chapters Covered
Jan 8	M	Introduction and Syllabus	
Jan 10	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 12	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 15	M	<i>No Class, MLK Day</i>	
Jan 17	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 19	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 22	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 24	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 26	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 29	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 31	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 2	F	Exam 1 (100 pts.)	Chapter 14
Feb 5	M	Controlling Microbial Growth in the Environment	Chapter 9
Feb 7	W	Controlling Microbial Growth in the Environment	Chapter 9
Feb 9	F	Controlling Microbial Growth in the Environment	Chapter 9
Feb 12	M	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Feb 14	W	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Feb 16	F	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Feb 19	M	<i>No Class, Study Day</i>	
Feb 21	W	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Feb 23	F	Exam 2 (100 pts.)	Chapters 9 and 10
Feb 26	M	Innate Immunity	Chapter 15
Feb 28	W	Innate Immunity	Chapter 15
Mar 2	F	Innate Immunity	Chapter 15
Mar 5	M	Innate Immunity	Chapter 15
Mar 7	W	Adaptive Immunity	Chapter 16
Mar 9	F	Adaptive Immunity	Chapter 16
Mar 12	M	Adaptive Immunity	Chapter 16
Mar 14	W	Adaptive Immunity	Chapter 16

Mar 16	F	<i>No Class, Study Day</i>	
Mar 19	M	<i>Spring Break</i>	
Mar 21	W	<i>Spring Break</i>	
Mar 23	F	<i>Spring Break</i>	
Mar 26	M	Adaptive Immunity	Chapter 16
Mar 28	W	Adaptive Immunity	Chapter 16
Mar 30	F	<i>Exam 3 (100 pts.)</i>	<i>Chapters 15 and 16</i>
Apr 2	M	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 4	W	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 6	F	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 9	M	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 11	W	Pathogenic Gram-Negative Cocci and Bacilli	Chapter 20
Apr 13	F	Pathogenic Gram-Negative Cocci and Bacilli	Chapter 20
Apr 16	M	Pathogenic Gram-Negative Cocci and Bacilli	Chapter 20
Apr 18	W	Pathogenic Gram-Negative Cocci and Bacilli	Chapter 20
Apr 20	F	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 23	M	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 25	W	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 27	F	<i>Exam 4 (100 pts.)</i>	<i>Chapters 19, 20, and 21</i>

Bacterial Pathogenesis (BIOL 4728/5728)

Laboratory Syllabus

Instructor:

Dr. William Kenyon

Office: 149 Strozier Hall

Phone: 678-839-4033

Email: via CourseDen or wkenyon@westga.edu

General information:

Recommended Lab Manual: Microbiology A Laboratory Manual, 11th Edition

Authors: Cappuccino and Welsh

Publisher: Pearson

Examination and Grading:

- The laboratory course contributes 200 pts. to the final grade for the course.
- Each week you will be assessed on your preparation and practical work.

Assessment:

- There will be 2 lab exams, worth 100 points each (total of 200 points).

Attendance:

- Labs will start punctually.
- Role will be taken.
- Please arrive on time!
- You **will not** be given additional time for completing your lab work.
- Absences will require written documentation of illness within 1 week.

Laboratory Rules and Safety:

- Silence cell phones.
- Listen to all announcements.
- Talking during the instructional period should only be directed towards the instructor.
- Excessive noise levels during practical work will not be tolerated for reasons of safety. You must be attentive to the instructor's advice at all times.
- **If I have to shout you are too loud!!!!**
- Absolutely no food or drink in the lab. (This includes items in a bag or pocket.) If found you will have to dispose of the item due to possible contamination. This includes items such as gum and lip balm.
- Wear a lab coat or sensible clothing. You will be using flammables and stains.
- Adequate foot wear is required.
- **Open toed shoes and excessive heels are not permitted.**
- Long hair should be tied away from face for safety.
- **Hats are not permitted in the lab.**
- All bags should be stowed neatly at the side of the lab – not in walkways.
- **REPORT ALL ACCIDENTS IMMEDIATELY IN A CALM MANNER.**
- Treat all equipment with respect. It is expensive and potentially hazardous!
- Consider all microorganisms potential pathogens.
- **If you are immuno-compromised for any reason you must receive clearance from your Doctor and the Instructor prior to entering the lab (this includes pregnancy).**
- Wash hands whenever you leave the lab.
- Disinfect your work area with 70% ethanol at the start and end of lab.
- Use caution when operating electric sterilizers. They are extremely hot!
- If you are confused about any procedure or concept, ask questions.
- Check CourseDen for announcements.

- All tubes and plates should be labeled legibly with the student's code (initials plus bench number). You may need to add other descriptions depending upon the lab exercise.
- Agar plates should be labeled on the bottom with a marker. Do not use tape.
- Slides should be labeled with a pencil or alcohol resistant marker.
- Electric sterilizers are hot! Do not leave your inoculating loop in the sterilizer because it will melt.
- It is **your** responsibility to clean up your work area at the end of the lab period.
- Your instructor will designate an area to place supplies and used culture tubes for disposal.
- **Safety is of the utmost importance when working in a laboratory.**
- Please conduct yourself in a responsible manner at all times. Listen attentively to your instructor on all matters.

Lab Equipment and Supplies

Your station should contain:

2 inoculating loops

1 inoculating needle

1 box of microscope slides

1 book of lens paper

1 book of bibulous paper

1 giant clothes pins

1 pencil

Tube rack

Sharpie®

DI water

70% ethanol

1 Bacinerater (electric sterilizer)

1 staining kit

Microscopes

Proper knowledge of microscope use is essential to getting the most out of your lab experience. Each pair of students will be assigned a microscope and will be responsible for the proper use and care of that microscope.

General guidelines for microscope use are on CourseDen. Please familiarize yourself with those guidelines as well as rules for set-up and storage of microscopes (listed below).

7. Always carry your scope with two hands. Use one on the arm and one under the base.
8. Place your scope on the bench away from the edge. Make sure it is a safe distance away from sterilizers, or anything else that is hot.
9. Before turning on microscope, make sure the light intensity control is on its lowest setting.
10. ONLY THE OIL IMMERSION OBJECTIVE SHOULD BE PLACED IN OIL.
11. Be careful not to get oil on the other objectives.
12. The following steps should be performed after use of microscope and before storage:
 - Wipe the objective lenses with lens paper.
 - Clean the oil immersion lens last.
 - Rotate the nosepiece so that the lowest power objective is pointing downward.
 - Clean stray oil from the stage.
 - Turn the light intensity control to its lowest setting.
 - Lower the stage as far as possible.
 - Carefully coil or fold the cord and tuck it at the SIDE of the scope NOT under the condenser.
 - Move the scope to the back of your bench.

Laboratory Learning objectives:

- To understand the importance of aseptic technique within microbiology.
- To understand the relative size of microorganisms.
- To learn techniques which will enable a student to isolate, culture and identify a specimen obtained from the environment.
- To develop skills in data interpretation and analysis.

Bacterial Pathogenesis (BIOL 4728/5728) Laboratory Schedule – Spring Semester 2018

Date	Day	Week	Tentative Laboratory Schedule
Jan 8	M	1	Introduction & Lab Syllabus
Jan 10	W		Laboratory Safety & Laboratory Protocol
Jan 15	M	2	<i>No Class, MLK Day</i>
Jan 17	W		Experiment 1: Culture Transfer Techniques
Jan 22	M	3	Experiment 2: Techniques for Isolation of Pure Cultures
Jan 24	W		Experiment 3: Culture Characteristics of Microorganisms
Jan 29	M	4	Experiment 6: Preparation of Bacterial Smears; Experiment 7: Simple Staining
Jan 31	W		Experiment 8: Negative Staining
Feb 5	M	5	Experiment 9: The Gram Stain
Feb 7	W		Experiment 11: Differential Staining (Spore & Capsule Stains)
Feb 12	M	6	Experiment 12: Nutritional Requirements
Feb 14	W		Experiment 13: Differential, Selective, & Enriched Media
Feb 19	M	7	<i>No Class, Study Day</i>
Feb 21	W		Experiment 16: Atmospheric Oxygen Requirements
Feb 26	M	8	Experiment 17: Cultivation of Anaerobic Microorganisms
Feb 28	W		<i>Laboratory Exam 1 (100 pts.)</i>

Mar 5	M	9	Experiment 20: Extracellular Enzymes; Experiment 21: Carbohydrate Fermentation
Mar 7	W		Experiment 20: Extracellular Enzymes; Experiment 21: Carbohydrate Fermentation
Mar 12	M	10	Experiment 23: The IMViC Series of Tests
Mar 14	W		Experiment 23: The IMViC Series of Tests
Mar 19	M	11	No Class, Spring Break
Mar 21	W		No Class, Spring Break
Mar 26	M	12	Experiment 24: Hydrogen Sulfide; Experiment 25: Urease Test
Mar 28	W		Experiment 28: Catalase Test; Experiment 29: Oxidase Test
Apr 2	M	13	Experiment 27: Nitrate Reduction; Experiment 30: Utilization of Amino Acids
Apr 4	W		Experiment 27: Nitrate Reduction; Experiment 30: Utilization of Amino Acids
Apr 9	M	14	Experiment 31: Genus Identification of Unknowns
Apr 11	W		Experiment 31: Genus Identification of Unknowns
Apr 16	M	15	Experiment 31: Genus Identification of Unknowns
Apr 18	W		Experiment 31: Genus Identification of Unknowns
Apr 23	M	16	Experiment 42: Chemotherapeutic Agents (Kirby-Bauer Antibiotic Sensitivity Test)
Apr 25	W		Laboratory Exam 2 (100 pts.)

Dr. Molesworth.

Medical Virology (BIOL 4729/5729)

Lecture Syllabus

Description of Course

This is an introductory course for virology. The course places emphasis on viruses which cause disease in humans. Aspects of virology which will be covered include, virus classification, mode of infection, symptoms of disease and control of infection.

Academic Goals for the Course

- It is the goal of this course to provide students with a fundamental knowledge of human virology.
- Students will gain an understanding of the methods by which viruses and the host interact.
- They will learn that viruses exhibit various methods of replication and have evolved sophisticated means to exploit the host.
- In addition students will understand the basic immunological mechanisms by which the host defends itself against attack by viruses
- Lastly students will gain an insight into the variety of diseases which are produced by viruses.

Pre-requisites

- Microbiology 3310, **without** exception.

Instructor Contact Information and Office Hours

Dr. Sara Molesworth

Department of Biology

University of West Georgia

Office: strozier 151

Phone: 678-839-4028

E-Mail: please use Course Den

Office hours: 8-9 am M-F or by appointment

Textbook and Reading Assignments

Text Title: ***Understanding Viruses***

Edition: 3rd edition or higher.

Authors: Teri Shores

Publishers: Jones and Bartlett Learning

ISBN: 978-0-7637-8553-6

Reading Assignments

Students are expected to read each chapter in its entirety before the chapter is covered in lecture (see lecture schedule). Students should set aside several hours each week for the sole purpose of reading the textbook.

Reading assignments are mandatory

Assignments, Examinations and Final Grades

UNDERGRADUATES:

Assignments

- A Total of 3 take home/group assignments.
- Scantron form #229633 (large, pink form) required for each.
- Every question carries equal weight.
- 200 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.

Exam

- There will be one introductory and one final exam each worth 200 points.
- Scantron form #229633 required.

Extra credit points

- None

Final Grade

- 1000 points available, ***remember that 10 grade points = 1 % point.***
- Final letter grades use the following standard scale without exception (no bumping, sliding or curving):

A = 90-100%,

B = 80-89.9%,

C = 70-79.9%,

D = 60-69.9%,

F = below 60.0%

GRADUATES

Assignments

- A Total of 3 take home/group assignments consisting of multiple choice questions.
- Scantron form #229633 required for each.
- Every question of carries equal weight.
- 100 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.
- A review paper on an immunological disorder of your choice (300 pts).
 - At least 10 journal paper citations – use journal format from J. of Immunology.
 - No web site references.
 - Include sections as follows:
 - Introduction (a brief summary of what is to be included in the paper).
 - Disease (history and symptoms.)
 - Immunological basis for disease.
 - Treatment and Prognosis.
 - Current research (include discussion of data).
 - Case study 1.
 - Case study 2.
 - Conclusion.
 - **Submit to course den drop box by October 31st.**

Exam

- There will be one introductory and one final exam each worth 200 points, multiple choice format.
- Scantron form #229633 required.

Extra credit points

- NONE

Final Grade

- 1000 points available.
- Final letter grades are based on the following standard scale:

- A = 90-100%,
- B = 80-89.9%,
- C = 70-79.9%,
- D = 60-69.9%,
- F = below 60.0%

Studying Advice

1. Read the textbook before coming to lecture!!!
 - For every hour spent in a lecture you should spend at least two or three extra hours studying the book and working on your notes.
2. Attend every lecture.
3. Take detailed notes during lecture.
4. Ask questions during lecture.
5. After lecture, review the text and organize your notes.
6. Use the study aids at the end of each chapter.
7. Discuss the material with classmates.
 - Study groups may be helpful for some students BUT be cautioned that these will not replace individual time spent on the subject.
 - Study groups are useful for discussion of topics to clarify the key points and may be of most help for revision i.e. select a topic amongst your group, study on your own, then and only then meet as a group to reinforce the material.
8. See the instructor during office hours if anything is unclear.
 - If you are confused about a topic or find yourself lost in a chapter do not rely on your friends to teach you – that is why I have office hours.
 - Never delay asking for help – it is not a weakness but strength to identify when you need more guidance.
9. **Work consistently hard throughout the semester!!!!!!**
 - It is far better to maintain a good grade than try to pull your grade up at the end of the semester.

Suggestions for what to do before each lecture:

Study the book!

If you come prepared to a lecture everything you hear will reinforce what you have already learnt and if you have questions we can address them immediately.

I suggest that you get into a routine of doing the following before each lecture:

- read the chapter(s) quickly
- note any words which are unfamiliar to you as you read
- define these terms and keep a record of them in your notes
- re-read the chapter in detail
- use the summary in the book to identify the key concepts that you have learnt
- make revision notes

Never leave revision notes to the last minute it will only cause you unnecessary stress just before an exam.

Remember there are no short cuts to success..... only hard work.

Attendance and Classroom Behavior

- Attendance is mandatory and role will be taken.
- If a student is repeatedly absent from the role they will be reported on Banweb as not engaged.
- All cell phones, and any other electronic devices that create disruptive noise, must be silenced during lecture.
- Lectures will begin promptly, any late comers who cause disruption will be asked to leave.
- Excessive talking during the lecture period is distracting to both myself and other students and will not be tolerated.

Academic Integrity

Cheating and plagiarism will not be tolerated in any form. Any student who cheats on an exam or assignment will receive zero points with no chance of recovering those points later. Refer to the UWG Student Handbook for university policies.

Final Words

- You are responsible for your own actions and must remain self-motivated with your studies.
- As your lecturer I can only help if you ask for it – if you do not take advantage of my office hours that is your decision.
- REMEMBER I DO NOT **GIVE** YOU YOUR GRADE YOU **EARN** IT.

All Students Please Note!

For important policy information, i.e., 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/assets/Dept/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

Medical Virology (BIOL 4729/5729)

2-3.15pm T & TH

Date	Lecture	Chapt.	Chapter and Comments; Reading Assignments
Aug 10	Syllabus DVD Understanding viruses (54 mins)		
15	Introduction (15 slides)	1	
	Virus architecture and nomenclature (18 & 27 slides)	2	
17			
22	Eukaryotic molecular biology...how viruses hijack the cell (25 & 34)	3	
24	Viral entry and infection (28)	4	
29	DVD Your immune system (28 mins)		
31			Introductory exam
Sept 5	Host resistance (50 slides)	5	Assignment 1 due
7			
12	Epidemiology (41 slides)	6	
14			
19	Lab Diagnosis (28 slides)	7	
21	Polio (50 slides)	8	
26			
28	Influenza (79 slides)	9	
Oct 3			Assignment 2 due
5			No Class – Fall Break
10	Hepatitis (84 slides)	10	
12			
17	Herpesviruses (68 slides)	11	
19			

24	HIV (80 slides)	12	
26			
31	Rabies (53 slides)	13	Graduate Review papers due in drop box.
Nov 2			Assignment 3 due
7	Poxviruses (Smallpox) (69 slides)	14	
9			
14	New and reemerging viruses (68 slides)	15	
16	Viruses and cancer (55 slides)	16	
21			No CLASS – Thanksgiving break
23			No CLASS – Thanksgiving break
28	Prions and Viroids (60 slides)	18	
30	Catch up		
			Final Exam DEC 5 th 2pm.

Dr. Molesworth.
Emerging Pathogens (BIOL 4730/5730)
Syllabus

Description of Course

This course is designed to inform students of the dramatic changes and current developments in the area of infectious disease. The course will focus on the evolving microorganisms and the reasons why the pathogens emerged. The course will also involve discussion of the mechanisms of pathogenesis and immunological host defense.

Pre-requisites

- Combination A or B (see undergraduate catalog).
- BIOL 3310, microbiology.

Academic Goals for the Course

- It is the goal of this course to provide students with a fundamental knowledge of pathogenesis and immunology.
- Students will complete this course understanding how agents of disease emerge within a population or geographic region.
- They will study the socio-economic impact of emerging disease and global and federal emergency planning
- In addition students will learn to research clinically relevant publications and write scientific reviews of the material.
- Lastly students will present reviewed material in a discussion forum of their peers.

Instructor Contact Information and Office Hours

Dr. Sara Molesworth

Department of Biology

University of West Georgia

Office: Room 285 Biology Building

Phone: 678-839-4028

E-Mail: please use Course Den

Office Hours: 8-9 am EXCLUDING Wednesday. Or By Appointment.

Textbook and Reading Assignments

Text Title: ***Microbiology with Disease by Taxonomy***

Edition: 5th edition

Authors: Robert W. Bauman

Publishers: Benjamin Cummings Publishing Company

Reading Assignments

Students are expected to read each chapter in its entirety before the chapter is covered in lecture (see lecture schedule). Students should set aside several hours each week for the sole purpose of reading the textbook.

Reading assignments are mandatory and will be used to generate classroom discussion.

Assignments, Examinations and Final Grades

- All grade queries are limited to one week from the date of release and MUST be made in person during office hours (this excludes the final for which you have 48hrs).

UNDERGRADUATES:

Assignments

- Students will be required to research specific emerging pathogens and gather journal publications on the organism and associated disease.
- Students will be required to read journal publications and be prepared to participate in group discussion of the material prior to writing a review papers on the pathogens under study.
- Required reading from the reference book (used previously for the pre-requisite BIOL 3310) will be used for the study of mechanisms of pathogenesis and the immune system.

Exams

- There will be 2 exams, each worth 100 pts. (total 200 pts).
- 2 review papers from two different categories of pathogen, each worth 200pts.
 - At least 10 journal paper citations
 - Use journal format from J. of Clinical Microbiology for citation style.
 - **No web site references.**
 - Include sections as follows:
 - Introduction (a brief summary of what is to be included in the paper).
 - Organism, (structure, genetics, immune evasion strategies)
 - Disease (history/emergence and symptoms.)
 - Treatment and Prognosis.
 - Current research (include discussion of data).
 - Case study 1.
 - Case study 2.
 - Conclusion.

Final Grade

- 600 points available.
- Final letter grades are based on the following standard scale without exception (no bumping, sliding or curving):

A = 90-100%,

B = 80-89.9%,

C = 70-79.9%,

D = 60-69.9%,

F = below 60.0%

GRADUATES

Assignments

- Students will be required to research specific emerging pathogens and gather 3 journal publications on each of the organism and associated disease.
- Students will be required to read journal publications and be prepared to participate in group discussion of the material prior to writing a review paper on 2 of the pathogens under study (choose pathogens from 2 different categories; bacteria, viruses, protozoans or fungi).
- Required reading from the reference book (used previously for the pre-requisite BIOL 3310) will be used for the study of mechanisms of pathogenesis and the immune system.

Exams

- There will be 2 exams, each worth 100 pts. (Total 200 pts).
- 2 review papers from two different categories of pathogen, each worth 200pts.
 - At least 10 journal paper citations
 - Use journal format from J. of Clinical Microbiology for citation style.
 - **No web site references.**
 - Include sections as follows:
 - Introduction (a brief summary of what is to be included in the paper).
 - Organism, (structure, genetics, immune evasion strategies)
 - Disease (history/emergence and symptoms.)
 - Treatment and Prognosis.
 - Current research (include discussion of data).

- Case study 1.
- Case study 2.
- Conclusion.

Final Grade

- 600 points available.
- Final letter grades are based on the following standard scale without exception (no bumping, sliding or curving):

A = 95-100%,

B = 85-94.9%,

C = 75-84.9%,

D = 65-74.9%,

F = below 65.0%

Studying Advice

2. Read the material!!!
 - For every hour spent in a lecture you should spend at least two or three extra hours studying the book and working on your notes.
2. Attend every lecture period.
3. Take detailed notes during lectures and discussions.
4. Ask questions.
5. After lecture and discussions, review and make notes notes.
6. Discuss the material with classmates.
 - Study groups may be helpful for some students BUT be cautioned that these will not replace individual time spent on the subject.
 - Study groups are useful for discussion of topics to clarify the key points and may be of most help for revision i.e. select a topic amongst your group, study on your

- own, then and only then meet as a group to reinforce the material.
8. See the instructor during office hours if anything is unclear.
 - If you are confused about a topic or find yourself lost do not rely on your friends to teach you – that is why I have office hours.
 - Never delay asking for help – it is not a weakness but strength to identify when you need more guidance.
 9. *Work consistently hard throughout the semester!!!!!!*
 - It is far better to maintain a good grade than try to pull your grade up at the end of the semester.

Suggestions for literature research:

<http://journals.asm.org/>

<https://www.ncbi.nlm.nih.gov/pubmed/>

Attendance and Classroom Behavior

- Attendance is mandatory and role will be taken.
- If you are absent repeatedly from the role you will be reported on Banweb as not engaged
- All cell phones, and any other electronic devices that create disruptive noise, must be silenced during lectures.
- Lectures will begin promptly, any late comers who cause disruption will be asked to leave.
- Excessive talking during the lecture period is distracting to me and other students and you may be asked to leave.

Academic Integrity

Cheating and plagiarism will not be tolerated in any form. Any student who cheats on an exam or assignment will receive zero points with no chance of recovering those points later. Refer to the UWG Student Handbook for university policies.

Final Words

- You are responsible for your own actions and must remain self-motivated with your studies.
- As your lecturer I can only help if you ask for it – if you do not take advantage of my office hours that is your decision.

- REMEMBER I DO NOT **GIVE** YOU YOUR GRADE YOU **EARN** IT.

All Students Please Note!

-
- For important policy information, i.e., 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

Score	Scientific Content	Comprehension and Development	Structure and Organization
	i. topic outlined into points ii. data used for evidence iii. ideas and terms defined iv. literature reviewed	i. points described adequately ii. data described accurately iii. ideas merged into an original theme iv. literature adequately represented	i. points presented logically ii. figures and tables used effectively iii. accurate grammar and style used v. literature cited appropriately
4	Correct 90-100% of the time	Correct 90-100% of the time	Correct 90-100% of the time
3	Correct 70-90% of the time	Correct 70-90% of the time	Correct 70-90% of the time
2	Correct 60-70% of the time	Correct 60-70% of the time	Correct 60-70% of the time
1	Correct less than 60% of the time	Correct less than 60% of the time	Correct less than 60% of the time
	33% of score	33% of score	34% of score

9.30am-10.50am T. Th.

Day	Date	Lecture Schedule	Reading Assignments
		Syllabus & Introduction	
TH	16	Infection, Infectious Disease and Epidemiology	Chapter 14
T	21	Infection, Infectious Disease and Epidemiology	
TH	23	Infection, Infectious Disease and Epidemiology	
T	28	Exam 1	
TH	30	Innate immunity	Chapter 15
T	Sept 4	Innate immunity	
TH	6	Innate immunity	
T	11	Innate immunity	
TH	13	Adaptive immunity	Chapters 16
T	18	Adaptive immunity	
TH	20	Adaptive immunity	
T	25	Adaptive immunity	
TH	27	Immunization	Chapters 17
T	Oct.2	Exam 2	
TH	4	Fall Break	
T	9	Bacteria – Research: MRSA, <i>E.coli</i> , <i>Mycobacterium tuberculosis</i> ,	Ref. Chapt. 19 & 20
TH	11	Research	
T	16	Discussion	
TH	18	Self-Review	Ref. Chapt. 24 & 25
T	23	Viruses – Research: Hepatitis C, Zika Virus, Rotavirus	
TH	25	Research	
T	30	Discussion	
TH	Nov. 1	Self- Review	
T	6	Protozoa – Research: <i>Entamoeba histolytica</i> , <i>Plasmodium</i> , <i>Toxoplasma gondii</i>	Ref. Chapt. 23
TH	8	Research	

T	13	Discussion	
TH	15	Self- Review	paper due to drop box
Thanksgiving Break Nov. 19-23			
T	27	Fungi – Research: <i>Candidia albicans</i> , <i>Aspergillus</i> , <i>Cryptococcus neoformans</i>	Ref. Chapt. 22
TH	29	Research	
T	Dec. 4	Discussion	
TH	6	Self- Review	paper due to drop box
TH	Dec. 13		

Physics, Plan B (Engineering Dual Degree), B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify.

Program Name* Physics, Plan B (Engineering Dual Degree), B.S.

Program ID* 1933

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Physics

Program Description* This is a "3+2," or Dual Degree, program that allows a student in approximately 5 academic years to obtain both a Bachelor of Science degree in Physics from the University of West Georgia and an engineering degree from Kennesaw State University. After completing the academic requirements of the two participating institutions, the student shall be awarded two bachelor's degrees from the University of West Georgia and Kennesaw State University.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

Modification Comments no changes to Learning Outcomes

Rationale* Currently, our Program Sheet states that we require "Six hours selected from: FL, PHYS 4513, 4523, MATH 3063, 3003, 3353, 4203, 4313, 4363, or 4513" However, the catalog states "Foreign Language (six hours) or six hours selected from: PHYS 4513, 4523, MATH 3003, 3063, 3353, 4203, 4313" The department voted to change the catalog to match the Program Sheet, so that students can use one Foreign Language class and one math/physics class to fulfill this category, instead of having to choose to do two FL classes or two math/physics classes. Since the MOU with KSU includes the Program Sheet (in appendix C), it makes further sense to change our catalog to match the Program Sheet.

Desired Effective Semester* Spring

Desired Effective Year* 2020

Is the addition/change related to core, honors, or XIDS courses*

Yes
 No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, E: 42 Hours

Core Curriculum Students must select

MATH 1634 Calculus I

[Right] in area A and

MATH 2644 Calculus II

[Right] in area D.

[Before] In Plans A, B, E, F, and G, it is advised that students select

XIDS 2001 What do you really know about: xxx (Special Topics)

[Right] (The Physical Universe) in area B,

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II

CHEM 1212L Principles of Chemistry II Lab

[Right] in area D.

Core Area F: 18 Hours

MATH 1113 Precalculus
[Right] (1 of 4)
MATH 1634 Calculus I
[Right] (1 of 4)
MATH 2644 Calculus II
MATH 2654 Calculus III
PHYS 2211 Principles of Physics I
PHYS 2212 Principles of Physics II
PHYS 2211L Principles of Physics I
Laboratory
PHYS 2212L Principles of Physics II
Laboratory

Courses required for the degree: 30-39 Hours

PHYS 3113 Mechanics
PHYS 3213 Thermodynamics
PHYS 3313 Electricity and Magnetism
PHYS 4313 Modern Physics
MATH 3303 Ordinary Differential
Equations
XIDS 2001 What do you really know
about: xxx (Special Topics)
[Right] (The Physical Universe) (if not completed
in area B)
CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Right] (if not completed in area D)

Six hours selected from:

PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
MATH 2853 Elementary Linear Algebra
MATH 3063 Applied Statistics
MATH 3353 Methods of Applied
Mathematics
MATH 3003 Transition to Advanced
Mathematics
MATH 4203 Mathematical Probability
MATH 4313 Advanced Ordinary
Differential Equations
[Before]FL

Nine hours selected from: 9 Hours

PHYS 3013 Basic Electronics
PHYS 3023 Digital Electronics
PHYS 3413 Optics
PHYS 4323 Nuclear Physics
PHYS 4333 Quantum Mechanics
**PHYS 4413 Introduction to Solid State
Physics**
PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4683 Physics Research
CS 1301 Computer Science I

**X number of hours at Kennesaw State University:
21-30 Hours**

of which 21-30 hours are UWG equivalent and must include enough upper level hours to make a total of at least 39].

Total: 120 Hours

- 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
 - None of these apply

Comments

- Is Senate Review required?***
- Yes
 - No

ANTH - 4146 - Latin@s in the United States

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* ANTH

Course Number* 4146

Course Title* Latin@s in the United States

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Anthropology

**College - School/
Department*** Department of Anthropology

Catalog Course Description* This course provides an in-depth exploration of anthropological research into the diverse ethnic, national, racial, linguistic, religious, cultural traditions, and immigration experiences of Latin@s living in the United States. It will investigate the many meaning of Latinidad, a broad-sweeping term that encompasses the heterogeneity of populations in the United States and elsewhere that trace their ancestry to various parts of Latin America.

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Is this a General Education course?* Yes No

If yes, which area(s) (check all that apply): Area A Area B Area C Area D Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency	1	Grading*	Undergraduate Standard Letter
Student Learning Outcomes			
To describe key cultural and identity terms used by Latin@ communities and groups in the United States, and why they are significant.			
To compare the diversity of Latin@/Latinx groups throughout the country, in terms of language, culture, country of origin, gender, class, and race.			
To analyze the historical, political, and social contexts that have shaped the experiences of specific Latin@ communities in the United States.			
To apply appropriate analytic methods to independent research projects on specific Latin@ communities.			
To apply concepts and terms from course readings and materials to the analysis of current political and social events that impact contemporary Latin@ groups and communities.			
Rationale* The course contributes to the cultural anthropology requirement in the major.			
Prerequisites			
Corequisites			
Cross-listing			
Restrictions			
May be repeated			
Fee* 0			
Fee Justification			
Planning Info*			
<input checked="" type="radio"/> Library Resources are Adequate			
<input type="radio"/> Library Resources Need Enhancement			
Present or Projected Annual Enrollment* 35			
Attach syllabus* <input checked="" type="radio"/> Syllabus has been attached - This is required			

ANTH 4146
LATIN@S IN THE UNITED STATES
Course Syllabus

Classroom: Anthropology Building

Days and Time: TBA

Instructor: Elizabeth Falconi

Email: via CourseDen (preferred); efalconi@westga.edu

Skype Name: elifalco (associated with my westga email)

Office: Anthropology Building, # 6

Office Phone: 678-839-6455

Office Hours: TBA

Note: You are advised to make an appointment, even if it is during posted office hours, as I will occasionally have meetings during appointment times.

(*Please note: the syllabus is subject to change. I will announce changes on CourseDen. It is your responsibility to find out about the changes and to read your CourseDen messages regularly. Any changes to the syllabus announced on CourseDen are binding.)

ANTH 4146 Latin@s in the United States

COURSE DESCRIPTION

This course provides an in-depth exploration of anthropological research into the diverse ethnic, national, racial, linguistic, religious, cultural traditions, and immigration experiences of Latin@s living in the United States. Drawing on four book-length works, and several articles on contemporary Latin@ communities we will investigate the many meaning of *Latinidad*, a broad-sweeping term that encompasses the heterogeneity of populations in the United States and elsewhere that trace their ancestry to various parts of Latin America. Students will learn the meanings and distinctions behind the proliferation of identity terms deployed by Latin@s around the country including: *Hispanic*, *Latino*, *Latina*, *Latin@*, and *Latinx*, as well as regionally specific terms such as *Chican@*, *Boricua*, *Salvadoran*, and *Zapotec*. We will discuss and engage with key concepts and social processes including transnationalism, hemispheric localism, racialization, undocumented migration, and testimony. Through reading, in-class activities, and discussions, in addition to their independent research projects, all students will learn about and use anthropological research methodologies to analyze contemporary U.S. Latin@ communities and the current social and political issues impacting these communities across a wide range of regional, cultural, and linguistic contexts.

COURSE MATERIALS

Required Texts:

Coutin, Susan. (2016) *Exiled Home: Salvadoran Transnational Youth in the Aftermath of Violence*. Duke University Press.

Cruz-Manjarrez, Adriana. (2013) *Zapotecs on the Move: Cultural, Social, and Political Processes in Transnational Perspective*. Series, Latinidad: Transnational Cultures in the United States. Rutgers University Press.

Mendoza-Denton, Norma. (2008) *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Blackwell Publishing.

Urciuoli, Bonnie. (2013 [1996]) *Exposing Prejudice: Puerto Rican Experiences of language, Race, and Class*. Waveland Press.

COURSE EXPECTATIONS AND LEARNING OUTCOMES

Course Expectations

This is an intensive seminar course, and my expectations for your participation and scholarly effort are high. Attendance and participation in class is required, and I expect and want to hear from you. Take a chance and ask questions, engage in discussion with your classmates, and try answering questions that I raise in class. These are some of the best ways to learn.

There is A LOT of reading. Classes will be structured to include both lecture and discussion. It is imperative that you study the assigned readings, complete all required reading quizzes and discussion posts, and make sure to get in touch with me AS SOON AS POSSIBLE if you are having difficulty understanding a core concept from the readings or lecture materials.

Any students requiring special services or accommodations relating to a disability should consult the UWG webpage for Accessibility Services Accommodations (<https://www.westga.edu/student-services/counseling/accessibility-services.php>).

Make-up and late assignments will only be allowed in case of emergency, and will be determined in consultation with the professor.

In all other cases, late assignments will not be accepted.

Anthropology Program Learning Outcomes

1. To demonstrate a broad base of anthropological knowledge.
2. To compare the diversity of cultural practices through time and space.
3. To analyze anthropological topics through oral and written communication.

4. To collect and assess data using anthropological methods.

Course Specific Learning Outcomes

1. To describe key cultural and identity terms used by Latin@ communities and groups in the United States, and why they are significant.
2. To compare the diversity of Latin@/Latinx groups throughout the country, in terms of language, culture, country of origin, gender, class, and race.
3. To analyze the historical, political, and social contexts that have shaped the experiences of specific Latin@ communities in the United States.
4. To apply appropriate analytic methods to independent research projects on specific Latin@ communities.
5. To apply concepts and terms from course readings and materials to the analysis of current political and social events that impact contemporary Latin@ groups and communities.

COURSE ASSIGNMENTS AND GRADING

Attendance and Participation:

Students are required to attend class, and all absences must be excused. Attendance will be taken each class. Students will be graded both on attendance and class participation. In order to participate fully in class students must complete the assigned readings listed for that day on the syllabus, and come to class with questions and comments to share with the group. We will often have in-class discussions and activities to help me gauge student learning.

Discussion Leading:

Students will be expected to lead discussion once each term. Those students leading discussion on the same days as other students will be expected to coordinate their discussion plans. The purpose of discussion leading is to give each member of the class the opportunity to direct our collective attention to a topic and theme of their choosing, and to present us with a set of questions and ideas that they find particularly compelling. Discussion leaders should find additional background materials, or media pertaining to the week's readings that they will present to the class, and should come up with 2-3 questions that they wish the class to consider.

Online Discussion Posts:

All students will be required to submit discussion posts throughout the semester responding to the discussion questions that I will post on the course webpage in the corresponding week when the post is due. Each discussion post must be between 250-300 words in length. Please consult the discussion-post grading rubric for specific requirements and guidelines.

Online Reading Quizzes:

Throughout the semester students will be required to complete online reading quizzes that correspond with specific topics we are covering in course materials. These quizzes provide students with guidance on what is important from each reading and to help me assess student learning.

Final Projects:

For their final class projects students are required to choose one of two options:

- 1) Students may choose a specific Latin@/Latinx group or community in the United States that they will focus on. Students will conduct independent research on their chosen group or community using UWG library materials as well as new articles and other contemporary media sources pertaining to their focal group. Students will submit project proposals and final essays (details to be discussed in class), and present on their findings to their classmates at the end of the semester.

OR

- 2) Students may choose a specific Latin@/Latinx group or community in the greater Carrollton/Atlanta Metro area that they will focus on. Students will conduct independent ethnographic research on their chosen group or community using interviews, observations, recordings, and other qualitative research techniques to be discussed with Dr. Falconi. Students will also need to do some basic library research at UWG to provide them with relevant background information to contextualize this work. Students will submit project proposals, and written ethnographic analyses of their research findings (details to be discussed in class), and will present on their findings to their classmates at the end of the semester.

Assignment name	Description	Due Date	% of Final Grade
Attendance and Participation	Students must attend class and participate in class discussions and other activities.	Every class session	15
Online Discussion Posts	Please see the Online Discussion Rubric for requirements. See specific discussion post instructions for Weeks: 1, 5, 10, 13 4 X 2.5 %	Due date TBA	10
Online Reading Quizzes	See individual quizzes on CourseDen for Weeks: 3, 6, 8, 12 4 X 2.5 %	Due date TBA	10

Discussion Leading	See Discussion Leading Rubric on CourseDen for requirements and evaluation guidelines	Day and topic to be assigned to each student during first week of class.	20
Project Proposals	Details TBA in class	Due date TBA	10
Final Projects	Details TBA in class	Due date TBA	25
Final Presentations	Details TBA in class	Due date TBA	10
TOTAL			100

Grading Rubrics

All grading rubrics for course assignments are posted on CourseDen in the Week in which the assignment is due.

For official information on UWG's Academic Integrity Policy please see the *Common Language for Course Syllabi*: <https://www.westga.edu/UWGSyllabusPolicies/>

Note that I will enforce this policy.

Grading structure and point scale

90 – 100 points	90% - 100%	A
80 – 89 points	80% - 89%	B
70 – 79 points	70% - 79%	C
60 – 69 points	60% - 69%	D
0 – 59 points	< 60%	F

COURSE SCHEDULE

Week 1: Overview: *Latin@s/Latinx in the United States*

Tuesday, January 9th

Introductions

Review of syllabus

Thursday, January 11th

READ: Gutierrez, Ramón. (2016) “What’s in a name? The History and Politics of Hispanic and Latino Panethnicities”. In *The New Latino Studies Reader: A Twenty-First Century Perspective*. University of California Press.

READ: Ramirez and Blay. (2016) “Why People are Using the Term Latinx” Latino Voices, Huffpost, (<https://www.huffingtonpost.com/entry/why-people-are->

using-the-term-latinx_us_57753328e4b0cc0fa136a159)

* *Discussion leading assignments*

Recommended: Roosevelt, Theodore. "The Spread of the English-Speaking Peoples," in *The Winning of the West*. New York: G. P. Putnam's Sons, 1897, pp. 1-27.

COMPLETE: Week 1 Discussion Post, *DUE Sunday, 1/14/18, 11:30 pm EST*

Week 2: *Undocumented Youth, DACA, and Social Justice Activism*

Tuesday, January 16th

READ: Seif, Hinda. (2016) "'We Define Ourselves': 1.5 Generation Immigrant Activist Identities and Insurgent Discourse." In *North American Dialogue*. Vol. 19(1), pp. 23-35.

READ: O'Connor & Mangual-Figueroa. (2017) "A Time to Keep Silent and a Time to Speak." In *Anthropology and Education Quarterly*. Vol. 48(4), pp. 411-419.

Thursday, January 18th

READ: Zavella, Patricia. (2016) "Contesting Structural Vulnerability through Reproductive Justice Activism with Latina Immigrants in California." In *North American Dialogue*. Vol. 19(1), pp. 36-45.

Week 3: *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*

Tuesday, January 23rd

READ: Chapters 1 & 2

Thursday, January 25th

READ: Chapter 3

COMPLETE: Week 3 Online Reading Quiz, **DUE 1/28/18, 11:30 pm EST**

Week 4: *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*

Tuesday, January 30th

READ: Chapter 4 & 5

Thursday, February 1st

READ: Chapter 6 & Conclusion

**Recommended Reading:* Chapters 7 – 9

Week 5: *Mock Spanish and White Public Space*

Tuesday, February 6th

READ: Hill, Jane. (1998) "Language, Race, and White Public Space." In *American Anthropologist*. Vol. 100 (3), pp. 680-689.

Thursday, February 8th

READ: Roth-Gordon, Jennifer. (2011) "Discipline and Disorder in the Whiteness of Mock Spanish". In the *Journal of Linguistic Anthropology*. Vol. 21 (2), pp. 211-229.

COMPLETE: Week 5 Discussion Post, *DUE Sunday, 2/11/18, 11:30 pm EST*

Week 6: *Zapotecs on the Move: Cultural, Social, and Political Processes in Transnational Perspective*

Tuesday, February 13th

READ: Introduction and Chapter 1

Thursday, February 15th

READ: Chapters 2 & 3

COMPLETE: Week 6 Online Reading Quiz, **DUE 2/18/18, 11:30 pm EST**

Week 7: *Zapotecs on the Move: Cultural, Social, and Political Processes in Transnational Perspective*

Tuesday, February 20th

READ: Chapters 4 & 5

Thursday, February 22nd

READ: Chapters 6, 7, and Conclusion

SUBMIT: FINAL PROJECT PROPOSALS DUE IN CLASS **TODAY!!**

Week 8: *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*

Tuesday, February 27th

READ: Introduction and Chapter 1

Thursday, March 1st

READ: Chapter 2

COMPLETE: Week 8 Online Reading Quiz, **DUE 3/4/18, 11:30 pm EST**

Week 9: *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*

Tuesday, March 6th

READ: Chapters 3 & 4

Thursday, March 8th

READ: Chapter 5 and Epilogue

Week 10: *Language and Race Among Latin@s in the U.S.*

Tuesday, March 13th

READ: De Genova, N. & Ramos-Zaya, A. (2003) "Latino Racial Formations in the United States." In the *Journal of Latin American and Caribbean Anthropology*. Vol. (2), pp. 17.

Bailey, Benjamin. (2000) "The Language of Multiple Identities among Dominican Americans." In the *Journal of Linguistic Anthropology*. Vol. 10(2), pp. 190-223.

Thursday, March 15th

READ: Rosa, Jonathan. (2016) "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies Across Contexts." In the *Journal of Linguistic Anthropology*. Vol. 26(2), pp. 162-183.

**In-Class lecture by Jonathan Rosa, Graduate School of Education, Stanford University*

COMPLETE: Week 10 Discussion Post, **DUE 3/18/18, 11:30 pm EST**

SPRING BREAK MARCH 19th – 23rd, NO CLASSES

Week 11: *Exiled Home*

Tuesday, March 27th

READ: Introduction

VIEW: Portions of *El Norte*

Thursday, March 29th

READ: Chapter 1 “Violence and Silence”

Week 12: *Exiled Home*

Tuesday, April 3rd

READ: Chapter 2 “Living in the Gap”

Thursday, April 5th

READ: Chapter 3 “Dreams”

COMPLETE: Week 12 Online Reading Quiz, **DUE 4/8/18, 11:30 pm EST**

Week 13: *Exiled Home*

Tuesday, April 10th

READ: Chapter 4 “Exiled Home through Deportation”

VIEW: Portions of *Which Way Home*

Thursday, April 12th

READ: Chapter 5 “Biographies and Nations” & Conclusion

COMPLETE: Week 13 Discussion Post, **DUE 4/15/18, 11:30 pm EST**

Week 14: *Latin@s in Pop Culture and the Media*

Tuesday, April 17th

READ: Davila, Arlene. (2014) “Introduction” in *Contemporary Latino/a Media: Production, Circulation, Politics*. New York: NYU Press.

VIEW: Clips from Current Latin@ Media

Thursday, April 19th

READ: Diaz, Vanessa. (2014) “Latinos at the Margins of Celebrity Culture” in *Contemporary Latino/a Media: Production, Circulation, Politics*. New York: NYU Press.

Week 15: *Summing Up*

Tuesday, April 24th

Student Evaluations

Student Final Presentations

Thursday, April 26th

Student Final Presentations

FINAL PAPERS DUE!

ANTH - 4176 - Narrative and Storytelling in Ethnography

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* ANTH

Course Number* 4176

Course Title* Narrative and Storytelling in Ethnography

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Anthropology

**College - School/
Department*** Department of Anthropology

Catalog Course Description* This course will study examples of the stories and narratives that anthropologists collect during fieldwork and those that they produce later, when they are back at their desks reflecting on their experiences. Students will be asked to think critically about the various forms of storytelling we engage in, as well as to consider the power of representation through text.

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Is this a General Education course?* Yes No

If yes, which area(s) (check all that apply): Area A Area B Area C Area D Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency	1	Grading*	Undergraduate Standard Letter
Student Learning Outcomes	<p>To identify the methods most frequently used among linguistic anthropologists, folklorists, communications scholars, and sociolinguists to collect and analyze interactional data.</p> <p>To practice, workshop, and refine each of the methods covered throughout the course, including: maintaining semester-long field-notes journal, ethnographic writing, audio and video recording of various speech events, interviewing, transcription, data analysis and presentation.</p> <p>To demonstrate understanding of connections between the theoretical frameworks and analytic approaches from the assigned readings and specific methods assignments and workshop sessions.</p> <p>To draft a research proposal for a current or future project which coherently states research questions and goals, references relevant literature, describes specific methodologies to be used to gather data, and a well-coordinated data analysis plan.</p>		
Rationale*	This course will fulfill the cultural anthropology and/or field methods requirements for the major.		
Prerequisites			
Corequisites			
Cross-listing			
Restrictions			
May be repeated			
Fee*	0		
Fee Justification			
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		
Present or Projected Annual Enrollment*	35		
Attach syllabus*	<input checked="" type="radio"/> Syllabus has been attached - This is required		

ANTH 4176
Narrative and Storytelling in Ethnography

Course Overview:

Telling stories about people, places and experiences is a fundamental way of making sense of the world, both for anthropologists and the people they study. Anthropological data often comes in the form of personal narratives and stories, which people use to organize and describe their life experiences, and which are collected in interviews and through participant observation. In addition, anthropologists, folklorists and others have long directed their attention to the observation and recording of tales, stories and other forms of narrative verbal art. Ethnographic writing itself constitutes both a form of personal narrative about the experiences of the anthropologist, and a form of storytelling about the people and places they study. Within multilingual communities the recording and producing of narratives is further complicated by the process of translation across languages. Similar processes of translation occur across boundaries of class, culture, gender and race.

In this course we will study examples of the stories and narratives that anthropologists collect during fieldwork and those that they produce later, when they are back at their desks reflecting on their experiences. Students will be asked to think critically about the various forms of storytelling we engage in, as well as to consider the power of representation through text. We will discuss the advantages and disadvantages of various strategies used to depict the voices, experiences, and cultural practices of others. Over the course of the term we will cover a range of concepts, including: *voice, text, translation, narrative, interaction, and coevalness*. In this methods course focused on ethnographic research, and the data collection and analytic techniques used by linguistic anthropologists, students will compile a tool-kit of methodologies which they will practice and workshop throughout the semester. These will include: *participant observation, fieldnotes, writing ethnographic vignettes, audio and video recording, transcription, conversation analysis, discourse analysis, and data presentation*.

Required texts:

- Emerson et. al. (2011) *Writing Ethnographic Fieldnotes*.
- Gottlieb, Alma & Phillip Graham. (2012) *Braided Worlds*
- Ochs, Elinor & Lisa Capps. (2002) *Living Narrative: Creating Lives in Everyday Storytelling*

-Narayan, Kirin. (1989) *Storytellers, Saints and Scoundrels: Folk Narrative and Hindu Religious Ritual*

*All other readings available as pdf documents on CourseDen

COURSE EXPECTATIONS AND LEARNING OUTCOMES

Course Expectations

This is an intensive seminar course, and my expectations for your participation and scholarly effort are high. Attendance and participation in class is required, and I expect and want to hear from you. Take a chance and ask questions, engage in discussion with your classmates, and try answering questions that I raise in class. These are some of the best ways to learn.

There is A LOT of reading. In addition, there are regular methods exercises that students will be required to complete that relate to the reading content for each unit of the course. Classes will be structured to include lecture, discussion, and methods workshop time when applicable. It is imperative that you study the assigned readings, complete all required methods exercises, and class discussion posts. Please make sure to get in touch with me AS SOON AS POSSIBLE if you are having difficulty understanding a core concept from the readings or an assignment.

Any students requiring special services or accommodations relating to a disability should consult the UWG webpage for Accessibility Services Accommodations (<https://www.westga.edu/student-services/counseling/accessibility-services.php>).

For all other information about student resources, such as academic support, campus policies, and mental health services please consult the Common Language for Course Syllabi for UWG: <https://www.westga.edu/UWGSyllabusPolicies/>

Make-up and late assignments will only be allowed in case of emergency, and will be determined in consultation with the professor.

In all other cases, late assignments will not be accepted.

Anthropology Program Learning Outcomes

1. To demonstrate a broad base of anthropological knowledge.
2. To compare the diversity of cultural practices through time and space.
3. To analyze anthropological topics through oral and written communication.
4. To collect and assess data using anthropological methods.

Course Specific Learning Outcomes

1. To identify the methods most frequently used among linguistic anthropologists, folklorists, communications scholars, and sociolinguists to collect and analyze interactional data.
2. To practice, workshop, and refine each of the methods covered throughout the course, including: maintaining semester-long field-notes journal, ethnographic writing, audio and video recording of various speech events, interviewing, transcription, data analysis and presentation.
3. To demonstrate understanding of connections between the theoretical frameworks and analytic approaches from the assigned readings and specific methods assignments and workshop sessions.
4. To draft a research proposal for a current or future project which coherently states research questions and goals, references relevant literature, describes specific methodologies to be used to gather data, and a well-coordinated data analysis plan.

Grading and Assignments

* There may be small assignments added to the course at any time.

** A student who engages significantly in class, visits me in office hours to ask questions about unclear course materials, and demonstrates substantial improvement from the beginning to the end of the class may receive a small grade increase if they are doing poorly in the course.

Attendance:

Students are required to attend class, and all absences must be excused. Attendance will be taken each class. Students will be graded both on attendance and class participation, so absences will impact both grade categories. Students should discuss any anticipated absences with me in advance if possible.

Participation/In-class discussions:

In order to participate fully in class students must complete the assigned readings and assignments listed for that day on the syllabus, and should come to class with questions and comments to share with the group. We will have frequent in-class discussions and activities to help me gauge student learning. To facilitate these discussions students will be divided in to groups during the first week of class, and each group will be assigned a weekly role for the discussion portion of the class. See discussion assignment description for additional details.

Online Discussion Posts:

All students will be required to submit three discussion posts throughout the semester in which they will reflect on the methods assignments and workshops. Each discussion post must be between 250-300 words in length. Please consult the discussion-post grading rubric for specific requirements and guidelines.

Methods Assignments and Workshop Sessions:

Students will complete five methods assignments during the semester, including participant-observation and field-notes, writing ethnographic vignettes, interview recording and coding, conversation recording and coding, and transcription. Additionally, we will have in-class workshops pertaining to each of the methods skills covered in the course. See assignment descriptions for additional details.

Final Research Methods Proposal:

The final assignment for the course will be for students to prepare the methods section of a research proposal, drawing on the methods exercises and readings covered throughout the semester. Students will turn in a draft and final copy of this assignment, which will be graded separately. See assignment description for additional details.

Data Analysis Presentation:

During the final week of class all students will present on a selected portion of transcribed data collected during the semester, using AT LEAST two of the perspectives discussed in course readings, methods assignments, and workshops (e.g. conversations analysis, narrative analysis, interviewing and metacommunication etc.). Presentations should be between 4-5 minutes in length.

Assignment name	Description	Due Date	% of Final Grade
Attendance	Students are required to attend all classes.	Every class session	10
Participation & In-Class Discussion	Students are required to participate in class discussions according to assigned groups roles each week, as well other in-class activities, including methods workshops	Every class session	10
Online Discussion Posts	Please see the Online Discussion Rubric for requirements.	Due date TBA	10
Fieldnotes Journal	Students will maintain a fieldnotes journal all semester long as a primary way to learn about qualitative research	Due date TBA	6

Ethnographic Vignettes	Students will write two different ethnographic vignettes, choosing from a range of descriptive writing styles	Due date TBA	6
Audio Recording and Coding	Students will record an interview, and then code it thematically	Due date TBA	6
Video Recording and Coding	Students will video-record a conversation and then code it thematically	Due date TBA	6
Transcription	Students will transcribe segments of their interview and video recordings to use for analysis	Due date TBA	6
Draft of Research Methods Proposals	Details TBA in class	Due date TBA	10
Final Research Methods Proposal	Details TBA in class	Due date TBA	20
Data Analysis Presentations	Details TBA in class	Due date TBA	10
TOTAL			100

Grading Rubrics

All grading rubrics for course assignments are posted on CourseDen in the Week in which the assignment is due.

For official information on UWG's Academic Integrity Policy please see the *Common Language for Course Syllabi*: <https://www.westga.edu/UWGSyllabusPolicies/>

Note that I will enforce this policy.

Grading structure and point scale

90 – 100 points	90% - 100%	A
80 – 89 points	80% - 89%	B
70 – 79 points	70% - 79%	C
60 – 69 points	60% - 69%	D
0 – 59 points	< 60%	F

Course Schedule

Week 1: Introduction to the Politics of the Field and Fieldnotes

Thursday, 8/16/18

- No readings

In class review of excerpts from:

- Malinowski, B. (1922) *Argonauts of the Western Pacific*. Waveland Press: Long Grove, IL.
- Malinowski, B. (1935) *Coral Gardens and Their Magic*
- Malinowski, B. (1989) *A Diary in the Strict Sense of the Term*, Stanford University Press.

Week 2: Writing Culture, and Women Writing Culture

Tuesday, 8/21/18

- Evans-Pritchard, E.E. (1973) "Some Reminiscences and Reflections on Fieldwork" in *Journal of the Anthropological Society of Oxford*
- Clifford, James. (1986) "Introduction: Partial Truths" in *Writing Culture*
- Emerson and Shaw. *Writing Ethnographic Fieldnotes*, Chapters 1 and 2.

Thursday, 8/23/18

- Lutkehaus, Nancy. (1995) "Margaret Mead and the 'Rustling-of-the-wind-in-the-palm-trees-school' of ethnographic writing" in *Women Writing Culture*, (eds.) Behar & Gordon. University of California Press.
- Narayan, Kirin. (1995) "Participant Observation" in *Women Writing Culture*. (eds.) Behar & Gordon. University of California Press.
- Abu-Lughod. (1995) "A Tale of Two Pregnancies" in *Women Writing Culture*, (eds.) Behar & Gordon. University of California Press.

*Fieldnotes journal entry due

Week 3: Braided Worlds

Tuesday, 8/28/18

- Chapters 1 – 3

*Additional resource for writing assignment:

<https://savageminds.org/2015/10/19/anthropology-as-theoretical-storytelling/#more-18011>

Thursday, 8/30/18

- Chapters 4 – 6

*1st Ethnographic writing assignment due

Week 4: Ethnography of Communication

Tuesday, 9/4/18

- Monaghan, Leila. (2012) "Speaking of Ethnography," and "Conversations: The Link Between Words and the World." In *A Cultural Approach to Interpersonal Communication: Essential Readings*, Second Edition. Blackwell Publishing.
- Tannen, Deborah. (2012) "Conversational Signals and Devices." In *A Cultural Approach to Interpersonal Communication: Essential Readings*, Second Edition. (eds) Monahan et. al. Blackwell Publishing.

Thursday, 9/6/18

- Carbaugh, Donal. (2007) "Ethnography of Communication." In *The Blackwell International Encyclopedia of Communication*. Blackwell Reference Online.
- *Reversing the ethnographic gaze*: In class discussion of UPenn student activism in class, media examples about Hymes' transgressions
 - o <http://www.thedp.com/article/2018/04/gse-getup-sexual-harassment-dell-hymes-portrait-removal-upenn-penn-philadelphia>
 - o http://www.library.upenn.edu/docs/kislak/dp/1988/1988_12_01.pdf

* 2nd Ethnographic writing assignment due

Week 5: Learning How to Ask: Interviewing as method and data

Tuesday, 9/11/18

- Briggs, Charles. (1986) Selections from *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge University Press.
- Ewing, Katherine. (2006) "Revealing and Concealing: Interpersonal Dynamics and the Negotiation of Identity in the Interview" in *Ethos*, Vol. 34(1).

*Week 4 Discussion Post Due by 11:30 pm EST

Thursday, 9/13/18

- De Fina & Perrino. (2011) *selections TBA in "Special Issue: Narratives in Interviews, Interviews in Narrative Studies" in *Language in Society*, Vol. 40 (1)
- Wortham, Stanton et. al. (2011) "Interviews as Interactional Data" LIS special issue.

*Interview recording with coding due

Week 6 - Living Narrative

Tuesday, 9/18/18

- Chapters 1 & 2

Thursday, 9/20/18

- Chapters 3 & 4

*Fieldnotes journal entry due

Week 7 – Living Narrative

Tuesday, 9/25/18

- Chapters 5 & 6

*Week 6 Discussion Post Due, 11:30 pm EST

Thursday, 9/27/18

- Chapters 7 & 8

*Conversation recording with coding due

Week 8 – Transcription

Tuesday, 10/2/18

- Bucholtz, Mary. (2000) "The Politics of Transcription" in the *Journal of Pragmatics*, Vol. 32.

*** To cover during in-class transcription workshop**

- Atkinson & Heritage. (1984) "Transcription Notation" in *Structures of Social Action: Studies in Conversation Analysis*, Cambridge University Press.

Thursday, 10/4/18 – **FALL BREAK, NO CLASS**

Week 9 – Transcription

Tuesday, 10/9/18

- Ochs, Elinor. (1979) "Transcription as Theory" in *Developmental Pragmatics*, Academic Press.

**Recommended:*

- Duranti, Alessandro. (2006) "Transcripts: Like Shadows on a Wall" *Mind, Culture and Society*, Vol. 13 (4).

Thursday, 10/11/18

- Hurston, Zora Neale. (2018) *Baracoon*, Harper Collins Press.
"Forward" by Alice Walker and Chapters 6 - 8

- Preston, Dennis. "Ritin' Fowlower Daun 'Rong: Folklorists' Failures in Phonology", *The Journal of American Folklore*, Vol. 95, No. 37.

**Fieldnotes journal entry due*

Week 10 – Writing the Other

Tuesday, 10/16/18

- Geertz, Clifford. (1974) "From the Native's Point of View': On the Nature of Anthropological Understanding" in *Bulletin of the American Academy of Arts and Sciences*, Vol. 21 (1).

- Abu-Lughod, Leila. (1991) "Writing Against Culture" in *Recapturing Anthropology*

**Week 9 Discussion Post DUE, 11:30 pm EST*

Thursday, 10/18/18

- Fabian, Johannes. (2002) Selections from *Time and the Other*

- Truillot, Michel. (1991) "Anthropology and the Savage Slot: The Poetics and Politics of Otherness" in *Recapturing Anthropology*

**Transcription Assignment Due*

Week 11 – Storytelling: Tradition, Transformation & Intertextuality

Tuesday, 10/23/18

- Bauman, Richard. (2004) "Bell, You Get the Spotted Pup': First Person Narratives of a Texas Storyteller." In *A World of Others' Words: Cross cultural Perspectives on Intertextuality*. Malden: Blackwell Publishing.

**Recommended:*

- Kroskrity, Paul. (2009) "Narrative Reproductions: Ideologies of Storytelling, Authoritative Words, and Generic Regimentation in the Village of Tewa" in *Journal of Linguistic Anthropology*, Vol. 19 (1).

Thursday, 10/25/18

- Falconi, Elizabeth. (2013) "Storytelling, language shift and revitalization in a transborder community: 'Tell it in Zapotec!'" in *American Anthropologist*, Vol. 115, Iss. 4.

*Fieldnotes journal entry due

Week 12 – Storytellers, Saints and Scoundrels

Tuesday, 10/30/18

- Chapters 1 – 3

Thursday, 11/1/18

- Chapters 4 & 5

Week 13 - Storytellers, Saints and Scoundrels

Tuesday, 11/6/18

- Chapters 6 – 8

Thursday, 11/8/18

- Chapters 9 – 11

*Fieldnotes journal entry due

Week 14 – Healing Narratives

Tuesday, 11/13/18

- Black, Steven. (2013) "Narrating Fragile Stories about HIV/AIDS in South Africa," in *Pragmatics in Society*. Vol. 4 (3).
- Hunt, Linda. (2000) "Strategic Suffering: Illness Narratives as Social Empowerment among Mexican Cancer Patients" in *Narrative and the Cultural Construction of Illness and Healing*, (eds.) Mattingly & Garro, University of California Press.

Thursday, 11/15/18 – **Lecture online, Dr. Falconi at AAAs in San Jose, CA**

- Mattingly, Cheryl. (1998) "Therapeutic plots, healing rituals, and the creation of significant expertise" in *Healing Dramas and Clinical Plots: The Narrative Structure of Experience*, Cambridge University Press.

*Drafts of Research Proposal Methods Due on CourseDen, by 11:30 pm EST

Thanksgiving Break: Monday, 11/19/18 – Sunday, 11/25/2018, NO CLASSES!

Week 15 – Heteroglossia, Voice, and the Dialogic Turn

Tuesday, 11/27/18

- Bakhtin, Mikhail. (1981 [1935]) "Discourse and the Novel"
- Mannheim & Tedlock. (1995) "Introduction," in *The Dialogic Emergence of Culture*, (eds.) Mannheim & Tedlock. University of Illinois Press.

Thursday, 11/29/18

- Hill, Jane. (1995) "The Voices of Don Gabriel: Responsibility and Self in a Modern Mexicano Narrative" in *The Dialogic Emergence of Culture*, (eds.) Mannheim & Tedlock. University of Illinois Press.
- Wortham, Stanton. (2015) "Narratives Across Speech Events" in the *Handbook of Narrative Analysis*. John Wiley and Sons.

Week 16 – *Summing Up*

Tuesday, 12/4/18

- Student Data Presentations

Thursday, 12/6/18

- Student Data Presentations

FINAL Methods Proposal Due

FINAL Fieldnotes Journal DUE

Political Science, B.A.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)* Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify.

Program Name* Political Science, B.A.

Program ID* 1995

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Art

College - School/ Department* Department of Political Science

Program Description* The Bachelor of Arts in Political Science prepares students for fulfilling careers as civic leaders and contributors to democratic societies.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

1. Describe the American Constitutional government system
2. Compare political systems
3. Demonstrate ability to write effectively about political phenomena
4. Demonstrate the ability to speak effectively about political phenomena
5. Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena
6. Construct research designs to systematically investigate political phenomena
7. Illustrate the effective collection and use of information related to political phenomena
8. Produce evidence of application of political science knowledge to political phenomena

- 9. Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities - locally, regionally, nationally, and globally
- 10. Apply interdisciplinary approaches to political phenomena
- 11. Interpret the effects of, public policy on citizens in a democratic society
- 12. Analyze political issues and phenomena using political science concepts, theories, and methods
- 13. Synthesize solutions to political issues through examination, investigation, formulation and construction in scholarship and/or engagement
- 14. Construct theories of political phenomena using intercultural and/or interlinguistic competency

Modification Comments Adding two required classes to Area F, updating program learning outcomes, see rationale.

Rationale* Office of Assessment review suggested opportunities to improve the learning outcomes with improved scaffolding across Bloom's Taxonomy competencies and embed assessment throughout the degree curriculum. Also, internal discussions among faculty suggested more required courses that would focus on problem solving, writing, and summative assessment. Thus we are adding a requirement of Introduction to Political Science to better present the discipline's subfields and revising Research Methods to focus on writing and inquiry.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is the addition/change related to core, honors, or XIDS courses*
 Yes
 No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, and E: 42 Hours

Core Curriculum

Core Area F-I: 18 Hours

(Foundations of Social Science)

Required: 6 Hours

Foreign Language 2001 and 2002 *

Required for Major: 6 Hours

**POLS 2101 Introduction to Political
Science**
POLS 2601 Political Science Methods I

Choose two courses from the following: 6 Hours

ANTH 1102 Introduction to Anthropology
**BUSA 2106 Legal and Ethical Environment
of Business**
[Before]
**HIST 1111 Survey of World
History/Civilization I**
**HIST 1112 Survey of World
History/Civilization II**
HIST 2111 U S History I (to 1865)
[Right] (or)
HIST 2112 U S History II (since 1865)
[Right] if not taken in Area E (3 hrs. only)
[After]
MATH 2063 Introductory Statistics
PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
XIDS 2100 Arts and Ideas: Special Topics
**XIDS 2300 Interdisciplinary Studies in
Social Sciences**
XIDS 2301 Introduction to Global Studies
[After] Any 2000 level course in ACCT, CISM,
CRIM, ECON, ENGL, GEOG, POLS, or SOCI
[After] Any 1000 or 2000 level course in CS or
PSYC

Major Courses: 27 Hours

Nine upper division political science courses, including at least 3 hrs. in each of the following subfields: Political theory ** American politics Comparative politics International politics All majors must complete the senior seminar (POLS 4984). No more than 3 hours of directed readings or independent study may count toward the major, and none can be used to satisfy the political science subfield requirements listed above. No POLS course in which the student receives a grade lower than a "C" may count toward the major.

Minor: 15-18 Hours

Electives: 15-18 Hours

Internships (POLS 4186), if taken, may count only as electives.

Total: 120 Hours

* Foreign language proficiency as demonstrated by successfully completing a 2002 course or by passing an exemption exam is required. ** PHIL 4115 may be selected to satisfy this requirement.

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
- None of these apply

Comments

Is Senate Review required?*

- Yes
- No

2016-17 Program Map – BA Political Science			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
POLS 1101	3	FL 1002 (SPAN, FREN, or GRMN)	3
FL 1001 (SPAN, FREN, or GRMN)	3	Area D (+lab)	4
Area B*	3	Area C Fine Arts	3
MATH 1001	3	Area E1 or E2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
*Students are encouraged to take PHIL 2020: Critical Thinking toward partial fulfillment of core Area B requirements.			
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area E1 or E2	3	Core F*	3
Area E4 (Social Science)	3	FL 2002 (SPAN, FREN, or GRMN)	3
Area D (Non- Lab)	3	Area D2	3
FL 2001 (SPAN, FREN, or GRMN)	3	Core F*	3
Area F	3	Core F*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Foreign language proficiency as demonstrated by successfully completing a 2002 course or by passing an exemption exam is required.		*In partial fulfillment of Core F, students are encouraged to complete POLS 2401: Global Issues, POLS 2601: Methods and PHIL 2010: Introduction to Philosophy to prepare for upper division coursework.	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Comparative Politics: POLS 3401*	3	Major Elective	3
International Politics: POLS 3501*	3	Major Elective	3
American Politics: POLS 3101*	3	Major Elective	3
Minor Elective	3	Minor – Upper division	3
General Elective – Upper division	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<p>*POLS 3401, 3501, and 3101 are only illustrative, students can take any course in comparative politics (POLS 3401, 4401, 4406, or 4517), International Politics (POLS 3501, 4501, 4505, 4519), and American Politics (POLS 3101, 4102, 4103, 4200), etc. to fulfill these requirements.</p> <p>No more than 3 hours of directed readings or independent studies can count toward the major. No POLS course in which the student receives a grade lower than “C” may count toward the major.</p>		<p>BA students are required to select a minor in a different discipline. They must complete at least 15 hours in the minor, at least 9 of which must be at the upper division level</p>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Political Theory: POLS 4601	3	Senior Seminar: POLS 4984	3
Major Elective	3	Major Elective: POLS 4186 (Internship)*	3
Minor – Upper division	3	Minor – Upper division	3
General Elective	3	Minor Elective	3
General Elective	3	Minor Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<p>POLS 4601 is only illustrative. Students can take POLS 4601, 4602, or 4603 to fulfill the Political Theory requirement.</p>		<p>POLS 4984: Senior Seminar can be taken in term 1 or 2 of the Senior Year.</p> <p>*While POLS 4186 is not required, students are encouraged to seek internships before graduating.</p>	

UPDATED PROGRAM SHEET

Program Map – BA Political Science			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
POLS 1101	3	FL 1002 (SPAN, FREN, or GRMN)	3
FL 1001 (SPAN, FREN, or GRMN)	3	Area D (+lab)	4
Area B*	3	Area C Fine Arts	3
MATH 1001	3	Area E1 or E2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
<p>*Students are encouraged to take PHIL 2020: Critical Thinking toward partial fulfillment of core Area B requirements.</p>			

Program Map – BA Political Science			
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area E1 or E2	3	Core F*	3
Area E4 (Social Science)	3	FL 2002 (SPAN, FREN, or GRMN)	3
Area D (Non- Lab)	3	Area D2	3
FL 2001 (SPAN, FREN, or GRMN)	3	Core F: POLS 2601 (Inquiry)	3
Area F: POLS 2101 (Intro to POLS)	3	Core F*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<p>Foreign language proficiency as demonstrated by successfully completing a 2002 course or by passing an exemption exam is required.</p>		<p>*In partial fulfillment of Core F, students are encouraged to complete POLS 2401: Global Issues and PHIL 2010: Introduction to Philosophy to prepare for upper division coursework.</p>	

Program Map – BA Political Science			
YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Comparative Politics: POLS 3401*	3	Major Elective	3
International Politics: POLS 3501*	3	Major Elective	3
American Politics: POLS 3101*	3	Major Elective	3
Minor Elective	3	Minor – Upper division	3
General Elective – Upper division	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<p>*POLS 3401, 3501, and 3101 are only illustrative, students can take any course in comparative politics (POLS 3401, 4401, 4406, or 4517), International Politics (POLS 3501, 4501, 4505, 4519), and American Politics (POLS 3101, 4102, 4103, 4200), etc. to fulfill these requirements.</p> <p>No more than 3 hours of directed readings or independent studies can count toward the major. No POLS course in which the student receives a grade lower than "C" may count toward the major.</p>		<p>BA students are required to select a minor in a different discipline. They must complete at least 15 hours in the minor, at least 9 of which must be at the upper division level</p>	

Program Map – BA Political Science			
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Political Theory: POLS 4601	3	Senior Seminar: POLS 4984	3
Major Elective	3	Major Elective: POLS 4186 (Internship)*	3
Minor – Upper division	3	Minor – Upper division	3
General Elective	3	Minor Elective	3
General Elective	3	Minor Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<p>POLS 4601 is only illustrative. Students can take POLS 4601, 4602, or 4603 to fulfill the Political Theory requirement.</p>		<p>POLS 4984: Senior Seminar can be taken in term 1 or 2 of the Senior Year.</p> <p>*While POLS 4186 is not required, students are encouraged to seek internships before graduating.</p>	

Assessment Plan for POLS BA Program Student Learning Outcomes

After receiving feedback from the Institutional Effectiveness and Assessment Office that the Political Science Department had an opportunity to improve its program-level student learning assessment, the Department faculty revised the legacy system of four program-level student learning outcomes with twelve from a larger pool of courses dispersed throughout the major.

Student Learning Outcomes

The department has approved a new set of fourteen program-level student learning outcomes, scaffolded over the criteria of Bloom's Taxonomy. The proposed new set of outcomes is:

1. Describe the American Constitutional government system
2. Compare political systems.
3. Demonstrate ability to write effectively about political phenomena
4. Demonstrate the ability to speak effectively about political phenomena.
5. Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena.
6. Construct research designs to systematically investigate political phenomena
7. Illustrate the effective collection and use of information related to political phenomena.
8. Produce evidence of application of political science knowledge to political phenomena
9. Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities - locally, regionally, nationally, and globally
10. Apply interdisciplinary approaches to political phenomena
11. Interpret the effects of, public policy on citizens in a democratic society
12. Analyze political issues and phenomena using political science concepts, theories, and methods.
13. Synthesize solutions to political issues through examination, investigation, formulation and construction in scholarship and/or engagement.
14. Construct theories of political phenomena using intercultural and/or interlinguistic competency

Assessment Plan

Every course offered within the Political Science major, of which there are 82 (not counting the variable-title POLS 4985, intentionally excluded here) can provide at least one assessable learning outcome at the introducing, reinforcing, or mastering level. Because of the wide variety of courses offered by the department, a set plan with a strict rotation of classes is infeasible. Instead, the department intends to select a sample of classes across the undergraduate program each year. As the sample is constructed each year, the chair will ensure that all twelve student learning outcomes are measured in at least one course.

The department's assessment sampling plan will select:

- Two 2000-level classes
- Three 3000-level classes and

- Four 4000-level classes with Senior Seminar (POLS 4984) automatically included in the sample

Spring 2019 Sample

<i>2000</i>	<i>3000</i>	<i>4000</i>
<i>POLS 2201</i>	<i>POLS 3103</i>	<i>POLS 4402</i>
<i>POLS 2601</i>	<i>POLS 3201</i>	<i>POLS 4517</i>
	<i>POLS 3301</i>	<i>POLS 4604</i>
		<i>POLS 4984</i>

Measurement and Success Criteria

The first year's data collection will be used to establish a baseline measure for subsequent years' data analysis. The legacy plan was praised for using measures of central tendency as success criteria, and the department intends to retain central tendency measures in the new plan's criteria.

Political Science, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Modifications (Check all that apply)*
 Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

If other, please identify.

Program Name* Political Science, B.S.

Program ID* 1996

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/ Department* Department of Political Science

Program Description* The Bachelor of Science in Political Science prepares students for fulfilling careers as civic leaders and contributors to democratic societies.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes

1. Describe the American Constitutional government system
2. Compare political systems.
3. Demonstrate ability to write effectively about political phenomena
4. Demonstrate the ability to speak effectively about political phenomena.
5. Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena.
6. Construct research designs to systematically investigate political phenomena
7. Illustrate the effective collection and use of information related to political phenomena
8. Produce evidence of application of political science knowledge to political phenomena

- 9. Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities - locally, regionally, nationally, and globally
- 10. Analyze political issues and phenomena using political science concepts, theories, and methods.
- 11. Design systematic empirical analysis to draw conclusions about the political world.
- 12. Synthesize solutions to political issues through examination, investigation, formulation and construction in scholarship and/or engagement.

Modification Comments Adding two required classes to Area F, updating program learning outcomes, see rationale.
We also need to retire the Planning Concentration.

Rationale* Office of Assessment review suggested opportunities to improve the learning outcomes with improved scaffolding across Bloom's Taxonomy competencies and embed assessment throughout the degree curriculum. Also, internal discussions among faculty suggested more required courses that would focus on problem solving, writing, and summative assessment. Thus we are adding a requirement of Introduction to Political Science to better present the discipline's subfields and revising Research Methods to focus on writing and inquiry.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is the addition/change related to core, honors, or XIDS courses* Yes No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, and E: 42 Hours

Core Curriculum

Core Area F-I: 18 Hours

(Foundations of Social Science) Learning Outcomes same as Core Area E (see Core Curriculum)

Choose four courses from the following: 12 Hours

ANTH 1102 Introduction to Anthropology
BUSA 2106 Legal and Ethical Environment of Business
 [Before]
HIST 1111 Survey of World History/Civilization I
HIST 1112 Survey of World History/Civilization II
HIST 2111 U S History I (to 1865)
 [Right] (or)
HIST 2112 U S History II (since 1865)
 [After]
 [Right] if not taken in Area E (3 hrs. only)
MATH 2063 Introductory Statistics
PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
XIDS 2100 Arts and Ideas: Special Topics
XIDS 2300 Interdisciplinary Studies in Social Sciences
XIDS 2301 Introduction to Global Studies
 [After] Any 2000 level course in ACCT, CISM, CRIM, ECON, ENGL, GEOG, POLS, or SOCI
 [After] Any 1000 or 2000 level course in CS or PSYC
 [After] Foreign Language (1000 or 2000 level)

Major Courses: 33 Hours**Four upper division political science courses: 12 Hours**

Of at least 3 hrs. in each of the following subfields: Political theory **
 American politics Comparative politics International politics

All majors must complete:

POLS 4984 Senior Seminar
POLS 2101 Introduction to Political Science
POLS 2601 Political Science Methods I

Six upper division political science courses: 18 Hours

Six upper division political science courses planned as a coherent whole in consultation with the student's advisor and approved by both the advisor and the department chair.

Note:

No more than 3 hours of directed readings or independent study may count toward the major, and none can be used to satisfy the political science subfield requirements listed above. No POLS course in which the student receives a grade lower than a "C" may count toward the major.

Electives: 27 Hours

(at least 6 hours must be upper division courses)

POLS 4186 Internship in Government
[Right] if taken, may count only as electives.

Total: 120 Hours

** PHIL 4115 may be selected to satisfy this requirement.

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
- None of these apply

Comments

Is Senate Review required?*

- Yes
- No

2016-17 Program Map – BS Political Science			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
POLS 1101	3	Area E1 or E2	3
Area D (Non- Lab)	3	Area D (Plus+lab)	4
PHIL 2020	3	Area C Fine Arts	3
MATH 1001	3	Area B1	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16

Program Map – BS Political Science			
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C Humanities	3	Core F	3
Area E4 (Social Science)	3	Area E1 or E2	3
Area D2	3	Core F	3
Area B2	3	Core F: POLS 2401 (Global Issues)	3
Core F	3	Core F: POLS 2601 (Methods)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
		POLS 2401 and 2601 are highly recommended to prepare students for upper division coursework. We also recommend PHIL 2010	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Program Map – BS Political Science			
YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Comparative Politics: POLS 3401	3	Major Elective	3
International Politics: POLS 3501	3	Major Elective	3
American Politics: POLS 3101	3	Research Methods: POLS 3601	3
General Elective	3	General Elective – Upper division	3
General Elective	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
<p>POLS 3401, 3501, and 3101 are only illustrative, students can take any course in comparative politics, International Politics, and American Politics to fulfill the requirement. For example: POLS 4401, 4406, or 4517; 4501, 4505, 4519; 4102, 4103, 4200, etc.</p> <p>No more than 3 hours of directed readings or independent studies can count toward the major. No POLS course in which the student receives a grade lower than "C" may count toward the major.</p>			

Program Map – BS Political Science			
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Political Theory: POLS 4601	3	Senior Seminar: POLS 4984	3
Major Elective	3	Major Elective: POLS 4186 (Internship)	3
Major Elective	3	General Elective	3
General Elective – Upper division	3	General Elective	3
General Elective	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<p>POLS 4601 is only illustrative. Students can take POLS 4601, 4602, or 4603 to fulfill the Political Theory requirement.</p>		<p>While POLS 4186 is not required, we highly encourage students to seek internships before graduating. Senior Seminar can be taken in term 1 or 2 of the Senior Year.</p>	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

UPDATED PROGRAM MAP

Program Map – BS Political Science			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
POLS 1101	3	Area E1 or E2	3
Area D (Non- Lab)	3	Area D (Plus+lab)	4
PHIL 2020	3	Area C Fine Arts	3
MATH 1001	3	Area B1	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16

Program Map – BS Political Science			
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C Humanities	3	Core F	3
Area E4 (Social Science)	3	Area E1 or E2	3
Area D2	3	Core F	3
Area B2	3	Core F: POLS 2401 (Global Issues)	3
Core F: POLS 2101 (Intro to POLS)	3	Core F: POLS 2601 (Inquiry)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
		<p>POLS 2401 are highly recommended to prepare students for upper division coursework. We also recommend PHIL 2010</p>	

Program Map – BS Political Science			
YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Comparative Politics: POLS 3401	3	Major Elective	3
International Politics: POLS 3501	3	Major Elective	3
American Politics: POLS 3101	3	Political Analysis: POLS 3601	3
General Elective	3	General Elective – Upper division	3
General Elective	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
<p>POLS 3401, 3501, and 3101 are only illustrative, students can take any course in comparative politics, International Politics, and American Politics to fulfill the requirement. For example: POLS 4401, 4406, or 4517; 4501, 4505, 4519; 4102, 4103, 4200, etc.</p> <p>No more than 3 hours of directed readings or independent studies can count toward the major. No POLS course in which the student receives a grade lower than "C" may count toward the major.</p>			

Program Map – BS Political Science			
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Political Theory: POLS 4601	3	Senior Seminar: POLS 4984	3
Major Elective	3	Major Elective: POLS 4186 (Internship)	3
Major Elective	3	General Elective	3
General Elective – Upper division	3	General Elective	3
General Elective	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
<p>POLS 4601 is only illustrative. Students can take POLS 4601, 4602, or 4603 to fulfill the Political Theory requirement.</p>		<p>While POLS 4186 is not required, we highly encourage students to seek internships before graduating. Senior Seminar can be taken in term 1 or 2 of the Senior Year.</p>	

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE															
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8	PL-SLO 9	PL-SLO 10	PL-SLO 11	PL-SLO 12			
	2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	COURSES	Describe the American Constitutional government system	Compare political systems.	Demonstrate ability to write effectively about political phenomena	Demonstrate the ability to speak effectively about political phenomena.	Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena.	Construct research designs to systematically investigate political phenomena	Illustrate the effective collection and use of information related to political phenomena.	Produce evidence of political science knowledge to political phenomena	Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities locally, regionally, nationally, and globally	Analyze political issues and phenomena using political science concepts, theories, and methods.	Design systematic empirical analysis to draw conclusions about the political world.	Synthesize solutions to political issues through examination, investigation, formulation and construction in scholarship and/or engagement.		
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1	POLS 1101	I	I	I	I	I	Not measured	I	I	I	I	I	Not measured	
		2	POLS 2101	I	I	I	I	I	Not measured	I	Not measured	I	I	Not measured	Not measured		
		3	POLS 2201	R	I	I	I	I	Not measured	I	Not measured	I	I	Not measured	Not measured		
	4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	POLS 2401	Not measured	I	I	I	I	Not measured	I	Not measured	I	I	Not measured	Not measured	
			5	POLS 2601	Not measured	I	R	I	I	I	I	Not measured	I	I	I	Not measured	
			6	POLS 3101	R	Not measured	R	I	I	I	I	R	I	I	I	I	I
			7	POLS 3102	Not measured	I	R	R	R	I	R	I	R	R	R	I	I
			8	POLS 3103	Not measured	Not measured	R	R	R	I	R	I	R	R	R	R	I
			9	POLS 3110	R	R	R	R	R	R	R	R	R	R	R	Not measured	Not measured
			10	POLS 3111	R	R	R	R	R	R	R	R	R	R	R	Not measured	Not measured
			11	POLS 3201	R	Not measured	R	R	R	I	R	Not measured	R	R	R	R	R
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	12	POLS 3301	R	Not measured	R	R	R	Not measured	R	Not measured	R	R	Not measured	R	
			13	POLS 3401	R	I	R	R	R	R	R	Not measured	R	R	R	Not measured	
			14	POLS 3402	Not measured	I	R	R	R	Not measured	I	I	I	I	I	I	
			15	POLS 3501	Not measured	I	R	R	R	R	R	R	R	R	R	R	R
			16	POLS 3601	Not measured	Not measured	R	Not measured	R	R	R	R	Not measured	M	M	M	R
			17	POLS 4101	M	Not measured	R	R	M	M	M	M	R	R	M	M	R
			18	POLS 4102	M	Not measured	R	R	M	M	M	M	R	R	M	M	R
			19	POLS 4103	M	Not measured	R	R	M	M	M	M	R	R	M	M	R
			20	POLS 4186	Not measured	Not measured	M	M	M	Not measured	Not measured	M	M	M	M	M	M
			6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	21	POLS 4200	Not measured	Not measured	R	Not measured	R	R	R	Not measured	M	M
	22	POLS 4202			Not measured	Not measured	R	Not measured	R	R	R	R	Not measured	M	M	R	
	23	POLS 4204			Not measured	Not measured	R	Not measured	R	R	R	R	Not measured	M	M	R	
	24	POLS 4207			Not measured	I	R	R	R	R	R	R	R	M	R	R	
	25	POLS 4208			Not measured	Not measured	R	Not measured	R	R	R	R	Not measured	M	M	R	
	26	POLS 4209			Not measured	Not measured	R	Not measured	R	R	R	R	Not measured	M	M	R	
	27	POLS 4210			Not measured	Not measured	R	Not measured	R	R	R	R	Not measured	M	M	R	
	28	POLS 4211			Not measured	Not measured	R	Not measured	R	R	R	R	Not measured	M	M	R	
	29	POLS 4212			Not measured	Not measured	R	Not measured	R	R	R	R	Not measured	M	M	R	
	30	POLS 4213			Not measured	R	R	Not measured	R	R	R	R	Not measured	M	M	R	
	31	POLS 4215			I	Not measured	Not measured	Not measured	Not measured	R	R	R	M	R	R	R	
	32	POLS 4217			Not measured	Not measured	R	Not measured	Not measured	R	R	R	M	R	R	R	
	33	POLS 4301			R	Not measured	M	M	R	Not measured	M	M	M	M	Not measured	M	
	34	POLS 4302			R	Not measured	M	M	R	Not measured	M	M	M	M	Not measured	M	

35	POLS 4401	Not measured	M	M	M	M	M	M	M	M	M	M	M	
36	POLS 4402	Not measured	M	M	M	M	M	M	M	M	M	M	M	
37	POLS 4403	M	M	M	M	Not measured	Not measured	M	Not measured	M	Not measured	Not measured		
38	POLS 4405	Not measured	M	M	Not measured	M	R	M	R	M	R	Not measured	R	
39	POLS 4406	Not measured	M	M	Not measured	M	R	M	R	R	R	Not measured	R	
40	POLS 4407	Not measured	M	M	M	M	M	M	M	M	M	M	M	
41	POLS 4408	Not measured	M	M	M	M	M	M	M	M	M	M	M	
42	POLS 4409	Not measured	M	M	Not measured	Not measured	Not measured	M	Not measured	M	Not measured	Not measured		
43	POLS 4411	Not measured	M	M	M	M	M	M	M	M	M	M	M	
44	POLS 4412	Not measured	M	M	M	M	M	M	M	M	M	M	M	
45	POLS 4413	Not measured	M	M	M	M	M	M	M	M	M	M	M	
46	POLS 4414	Not measured	M	M	M	M	M	M	M	M	M	M	M	
47	POLS 4501	Not measured	M	M	M	R	Not measured	M	M	M	M	Not measured	M	
48	POLS 4503	Not measured		M	M	M	R	Not measured	M	M	M	M	Not measured	M
49	POLS 4504	Not measured		M	R	R	R	Not measured	I	I	I	I	I	I
50	POLS 4505	Not measured		M	R	R	R	Not measured	I	I	I	I	I	I
51	POLS 4506	Not measured		M	R	R	R	Not measured	I	I	I	I	I	I
52	POLS 4507	M		M	M	M	M	M	M	M	M	M	M	M
53	POLS 4508	Not measured	M	M	M	M	M	M	M	M	M	M	M	
54	POLS 4509		I	R	R	R	Not measured	I	I	I	I	M	I	
55	POLS 4510	Not measured	M	M	M	M	M	M	M	M	M	M	M	
56	POLS 4515	Not measured	M	M	M	M	M	M	M	M	M	M	M	
57	POLS 4516	Not measured	M	M	M	M	M	M	M	M	M	M	M	
58	POLS 4517	Not measured	M	M	M	M	M	M	M	M	M	M	M	
59	POLS 4519	Not measured	M	M	M	M	M	M	M	M	M	M	M	
60	POLS 4601	Not measured	Not measured	M	M	Not measured	Not measured	Not measured	Not measured	Not measured	M	M	M	
61	POLS 4602	Not measured	Not measured	M	M	Not measured	Not measured	Not measured	Not measured	Not measured	M	M	M	
62	POLS 4603	Not measured	Not measured	M	M	Not measured	Not measured	Not measured	Not measured	Not measured	M	M	M	
63	POLS 4604	Not measured	Not measured	M	M	Not measured	Not measured	Not measured	M	Not measured	M	Not measured	M	
64	POLS 4606	Not measured	M	M	M	M	M	M	M	M	M	M	M	
65	POLS 4801	M	Not measured	M	M	M	M	M	M	M	M	M	M	
66	POLS 4981	M	Not measured	M	M	M	M	M	M	M	M	M	M	
67	POLS 4984	Not measured	Not measured	M	M	M	R	M	M	M	M	Not measured	M	

Assessment Plan for POLS BS Program Student Learning Outcomes

After receiving feedback from the Institutional Effectiveness and Assessment Office that the Political Science Department had an opportunity to improve its program-level student learning assessment, the Department faculty revised the legacy system of four program-level student learning outcomes with twelve from a larger pool of courses dispersed throughout the major.

Student Learning Outcomes

The department has approved a new set of twelve program-level student learning outcomes, scaffolded over the criteria of Bloom's Taxonomy. The proposed new set of outcomes is:

1. Describe the American Constitutional government system
2. Compare political systems.
3. Demonstrate ability to write effectively about political phenomena
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5. Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena.
6. Construct research designs to systematically investigate political phenomena
7. Illustrate the effective collection and use of information related to political phenomena.
8. Produce evidence of application of political science knowledge to political phenomena
9. Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities - locally, regionally, nationally, and globally
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12. Synthesize solutions to political issues through examination, investigation, formulation and construction in scholarship and/or engagement.

Assessment Plan

Every course offered within the Political Science major, of which there are 82 (not counting the variable-title POLS 4985, intentionally excluded here) can provide at least one assessable learning outcome at the introducing, reinforcing, or mastering level. Because of the wide variety of courses offered by the department, a set plan with a strict rotation of classes is infeasible. Instead, the department intends to select a sample of classes across the undergraduate program each year. As the sample is constructed each year, the chair will ensure that all twelve student learning outcomes are measured in at least one course.

The department's assessment sampling plan will select:

- Two 2000-level classes
- Three 3000-level classes and
- Four 4000-level classes with Senior Seminar (POLS 4984) automatically included in the sample

Spring 2019 Sample

<i>2000</i>	<i>3000</i>	<i>4000</i>
<i>POLS 2201</i>	<i>POLS 3103</i>	<i>POLS 4402</i>
<i>POLS 2601</i>	<i>POLS 3201</i>	<i>POLS 4517</i>
	<i>POLS 3301</i>	<i>POLS 4604</i>
		<i>POLS 4984</i>

Measurement and Success Criteria

The first year's data collection will be used to establish a baseline measure for subsequent years' data analysis. The legacy plan was praised for using measures of central tendency as success criteria, and the department intends to retain central tendency measures in the new plan's criteria.

Psychology, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

**Modifications
(Check all that
apply)*** Program Name
 Track/Concentration
 Catalog Description
 Degree Name
 Program Learning Outcomes
 Program Curriculum
 Other

**If other, please
identify.**

Program Name* Psychology, B.S.

Program ID* 1989

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

**College - School/
Department*** Department of Psychology

Program Description* Honoring our roots in Humanistic Psychology, our mission is to provide an undergraduate educational experience that allows our students to gain a working understanding of the field of psychology generally and of human-science approaches to psychology more specifically. This mission includes working closely with students to help them (a) develop a deep understanding of the dominant themes, conflicts, and perspectives within the discipline, as well as the ability to employ, critically evaluate, and shift among various perspectives when required; (b) apply psychological concepts and perspectives to the major domains of life outside the classroom; (c) develop a keen awareness of the ways that culture and history have shaped the discipline and affect its practitioners; (d) gain clarity about their identity, values, aspirations, emotions, strengths, and weaknesses; (e) understand the major career areas in psychology and gain an intimate knowledge of their own inclinations and vocations toward a particular area of work in service of the common good, and (f) strengthen their capacity to read, write, and speak effectively, especially with regard to psychological ideas.

Students wishing to major in Psychology must declare before completing 90 hours

of academic credit and cannot declare until completing at least 15 hours of academic credit. Students wishing to major in Psychology must have a GPA of at least 2.5 at the time of declaration.

The Undergraduate Program seeks to achieve the following outcomes for all majors:

- Knowledge Base in Psychology--Students will
- a. articulate and employ the major perspectives of psychology including biological/neuroscientific, behavioral, cognitive, psychoanalytic, humanistic, transpersonal/contemplative, and critical;
 - b. critically evaluate and shift among the major perspectives when required.

- Communication--Students will
- a. demonstrate effective writing skills, especially with regard to psychological ideas.

- Discernment, Vocation, & Mentorship--Students will
- a. articulate their values, aspirations, emotions, strengths, and weaknesses;
 - b. apply psychological concepts to personal, social, and professional life;
 - c. describe preferred career paths based on their inclinations and vocations toward an area of work in service of the common good.

Status* Active-Visible Inactive-Hidden

Program Learning Outcomes Knowledge Base in Psychology--Students will

- a. articulate and employ the major perspectives of psychology including biological/neuroscientific, behavioral, cognitive, psychoanalytic, humanistic, transpersonal/contemplative, and critical;
- b. critically evaluate and shift among the major perspectives when required.

Communication--Students will

- a. demonstrate effective writing skills, especially with regard to psychological ideas.

Discernment, Vocation, & Mentorship--Students will

- a. articulate their values, aspirations, emotions, strengths, and weaknesses;
- b. apply psychological concepts to personal, social, and professional life;
- c. describe preferred career paths based on their inclinations and vocations toward an area of work in service of the common good.

Modification Comments The modifications do not affect the actual curriculum/courses for the degree, only the catalog description and program learning outcomes.

Rationale* The Psychology Department recently undertook an extensive review of the mission of all of its programs. As part of this process, the Undergraduate program decided to modify its mission to focus more on a general knowledge base in psychology, working more closely with students, helping students more with career preparation, and having students improve their writing. This new description reflects those new priorities.

The department previously had a 2.5 major declaration policy in its catalog description, but in the recent change from the BA to the BS in psychology, this language was inadvertently left out of the catalog and is here being put back in.

As per the feedback from several university reviews of our program assessment, the department decided to reduce the number of learning outcomes from its current list of 13 down to the proposed list of 7. We hope this will focus our energies better for program assessment and review of assessment data. These new outcomes also reflect the above-mentioned department mission statement composed in Fall 2018.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is the addition/change related to core, honors, or XIDS courses* Yes No

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Location* Carrollton

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, and E: 42

Core Curriculum

Core Area F: 18 Hours

(Major Specific Courses)

PSYC 1101 Introduction to General Psychology
PSYC 2010 Psychology as a Human Science

Two Courses: 6 Hours

From the following list:

PSYC 2220 Qualitative Research Methods
[Right] (recommended)
PSYC 2230 Quantitative Research Methods
[Right] (recommended)
PSYC 2003 Statistics in Psychology
[Right] (recommended)
MATH 1401 Introduction to Statistics
[Right] (recommended)
MATH 2063 Introductory Statistics
[Right] (recommended)
POLS 2601 Political Science Methods I
[After] Any 1000/2000 BIOL, CHEM, CISM, MATH, ECON, CS, PHYS

Two Courses: 6 Hours

From the following list:

PHIL 2010 Introduction to Philosophy
[Right] (recommended)
PHIL 2030 Introduction to Ethics
[Right] (recommended)
PSYC 1030 Personal Relationships
[Right] (recommended)
ART 1201 Introduction to Art
ART 2000 Oral Communication and the Visual Arts
ART 2201 History of Western Art I
ART 2202 History of Western Art II
[After] Any 1000 MUSC
[After] Any 2000 ENGL
[After] Any 1000/2000 ANTH, COMM, CRIM, FREN/SPAN/GRMN/FORL, GEOG, POLS, PSYC, SOCI, THEA, XIDS

Major Courses: 31 Hours

(PSYC 1101 and PSYC 2010 are also required for the major and are listed in Area F.)

Select a minimum of 2 (Two) courses from among the following: 8 Hours

(please note that you may take MORE than 2 of these):

PSYC 3010 Human Growth and Development
PSYC 3150 Abnormal Psychology
PSYC 3730 Social Psychology
PSYC 3800 Psychology of Mind and Body
PSYC 3900 Personality Theories
PSYC 4000 Humanistic Psychology
PSYC 4010 Theories of Psychology
PSYC 4030 History and Philosophy of Psychology
PSYC 4130 Eastern and Transpersonal Psychologies
PSYC 4350 Culture and Psychology

Advanced Topics: 19 Hours

19 hours of PSYC course at or above 3000

Capstone: 4 Hours

PSYC 4884 Integrative Seminar
[Right] (Required for Majors Only)

Minor: 15-18 Hours**Electives: 11-14 Hours****Total: 120 Hours**

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
- None of these apply

Comments

Is Senate Review required?*

- Yes
- No

Assessing Writing

Writing samples be gathered and assessed by faculty teaching PSYC 2010 and PSYC 4884. Faculty will assign ratings to each student on a chosen writing assignment using the agreed-upon rubric.

Rating Scale

Highly Sophisticated (5)

Sophisticated (4)

Very Competent (3)

Fairly Competent (2)

Not Yet Competent (1)

N/A--Does not apply to the assignment

Ideas

_____ Identify a topic(s) appropriate to the prompt and/or formulate a clear thesis

_____ Generate supporting content sufficient for a main proposition

_____ Appeal to an imagined audience

Rhetorical Control

_____ Craft an effective opening

_____ Use transitional expressions and logical thinking to make a text flow

_____ Express ideas clearly

_____ Organize a short piece of writing such that it has direction (e.g., not just a list)

_____ Bring a piece of writing to a conclusion

Language Use

_____ Use effective and varying adjectives to describe content

_____ Employ proper sentence structure

_____ Self-edit writing for Standard English usage

_____ Use punctuation to regulate reading

Bachelor of Science (BS)

Psychology

Student Learning Outcome	Plan Comments	Measures/Methods	Success Criteria	AY14	AY15	AY16	AY17	Interpretation & Use of Results	Improvement Plan
SLO #1: articulate and employ the major perspectives of psychology including biological/neuroscientific, behavioral, cognitive, psychoanalytic, humanistic, transpersonal/contemplative, and critical	2C, 2D	Theory Matching Exercise (p. 4) and Question #1 and #2 from the Assessing the 7 Theories section (p. 5) of the Psychology Theory Assessment (see attached). This assessment will be delivered to all psychology majors in when they take the gateway required PSYC 2010 class.	100% of students score a 70% or better on the Theory Matching Exercise and 100% of students score of "3" or better based on the coding of student essays using a four-point Likert scale with "5" meaning mastery and "1" meaning no demonstration of the outcome (see attached Coding Rubrics for Psychology Theory Assessment Essay Question to see how the scheme works). Responses will be coded by the director of the undergraduate program and a trained graduate assistant. Responses will be averaged between the two raters.					This is a new measure, so no data or improvements yet exist.	This is a new measure, so no data or improvements yet exist.
SLO #2: critically evaluate and shifting the major perspectives when required	2C, 2D	Question #3 from the Assessing the 7 Theories section (p. 6) of the Psychology Theory Assessment (see attached) delivered to all psychology majors in when they take the gateway required PSYC 2010 class.	100% of students with a score of "3" or better based on the coding of student essays using a five-point Likert scale with "5" meaning mastery and "1" meaning no demonstration of the outcome (see attached Coding Rubrics for Psychology Theory Assessment Essay Question) to see how the scheme works). Responses will be coded by the director of the undergraduate program and a trained graduate assistant. Responses will be averaged between the two raters.					This is a new measure, so no data or improvements yet exist.	This is a new measure, so no data or improvements yet exist.
SLO #3: demonstrate effective writing skills, especially with regard to psychological ideas	2C, 2D	Psychology Writing Assessment Rubric (see attached) will be used to score student writing samples early in their major in the required PSYC 2010 class and again in the senior capstone class PSYC 4554 to assess improvements in writing over time.	100% of seniors will score an average of 3 on the Psychology Writing Assessment Rubric. Responses will be coded by the instructor of the class and a trained graduate assistant. Responses will be averaged between the two raters.					This is a new measure, so no data or improvements yet exist.	This is a new measure, so no data or improvements yet exist.
SLO #4: articulate their values, aspirations, emotions, strengths, and weaknesses	1A, 2C, 2D	Question #17 and #18 from the Psychology Senior Survey (see attached) AND question #6 from the Career Vision Assignment (see attached), each delivered to all seniors in the required capstone class PSYC 4554.	100% of students will score an average of 4 or better on the Likert elements of the two Senior Survey questions, and 100% will score a 3 or better using the [attached] Coding Rubrics for Career Vision Assignment for SLO #4.					This is a new measure, so no data or improvements yet exist.	This is a new measure, so no data or improvements yet exist.
SLO #5: apply psychological concepts to personal, social, and professional life	2A, 2C, 2D	Question #1, #9, and #15 from the Psychology Senior Survey (see attached) AND question #5 from the Career Vision Assignment (see attached), each delivered to all seniors in the required capstone class PSYC 4554.	100% of students will score an average of 4 or better on the Likert elements of the three Senior Survey questions, and 100% will score at 3 or better using the [attached] Coding Rubrics for Career Vision Assignment for SLO #5.					This is a new measure, so no data or improvements yet exist.	This is a new measure, so no data or improvements yet exist.
SLO #6: describe preferred career paths based on their inclinations and vocations toward areas of work in service of the common good	2A, 2C, 2D	Question #19, #20, and #13 from the Psychology Senior Survey (see attached) AND question #2, 3, 4, 6, 7 (each on a single response) from the Career Vision Assignment (see attached), each delivered to all seniors in the required capstone class PSYC 4554.	100% of students will score an average of 4 or better on the Likert elements of the three Senior Survey questions, and 100% will score a 3 or better using the [attached] Coding Rubrics for Career Vision Assignment for SLO #6.					This is a new measure, so no data or improvements yet exist.	This is a new measure, so no data or improvements yet exist.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE								
	DEPARTMENT: PSYCHOLOGY			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	PROGRAM: BS PSYCHOLOGY		COURSES	articulate and employ the major perspectives of psychology including biological/neuroscientific, behavioral, cognitive, psychoanalytic,	critically evaluate and shift among the major perspectives when required	demonstrate effective writing skills, especially with regard to psychological ideas	articulate their values, aspirations, emotions, strengths, and weaknesses	apply psychological concepts to personal, social, and professional life	use one preferred career based on their inclinations and vocations toward an area of work in service of the common good
	2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)			1	PSYC 1101	Introduced	Introduced	Introduced	Introduced
		2	PSYC 2010 (A)	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			3	TWO Courses (6 hours) from the following list:	Introduced	Introduced	Introduced	Introduced	Introduced
			4	TWO courses (6 hours) from the following list:	Introduced	Introduced	Introduced	Introduced	Introduced
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		5	PSYC 3010	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
			6	PSYC 3150	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			7	PSYC 3730	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	PSYC 3800	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.			9	PSYC 4360	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
			10	PSYC 4010	Mastered	Mastered	Reinforced	Reinforced	Reinforced
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			11	PSYC 4030	Mastered	Mastered	Reinforced	Reinforced	Reinforced
			12	PSYC 3900	Mastered	Mastered	Reinforced	Reinforced	Reinforced
		13	PSYC 4000	Mastered	Mastered	Reinforced	Reinforced	Reinforced	
		14	PSYC 4130	Mastered	Mastered	Reinforced	Reinforced	Reinforced	
		15	PSYC 4350	Mastered	Mastered	Reinforced	Reinforced	Reinforced	
		16	PSYC 4884 (A)	Mastered	Mastered	Mastered	Mastered	Mastered	
		17							
		18							
		19							
		20							
		21							
		22							

PSYCHOLOGY SENIOR SURVEY 2018/2019

INSTRUCTIONS: The purpose of this survey is to determine how well the classes in your psychology major taught you certain skills and information. This is NOT a graded test. It is an assessment of the Psychology Department, NOT of you. So, please do not stress and just do your best.

DEMOGRAPHIC INFORMATION**INSTRUCTIONS TO STUDENT:**

Please answer the following demographic information questions by circling the appropriate response(s) and writing in additional information where necessary.

Course # (e.g., PSYC 2010, PSYC 4884):

Semester (e.g., Fall, 2020):

Age:

Which category below includes your age?

17 or younger

18-20

21-29

30-39

40-49

50-59

60 or older

Race:

Please select the option that best describes your race.

White

Black or African-American

Hispanic/Latinx

American Indian or Alaskan Native

Asian

Native Hawaiian or other Pacific islander

From multiple races

Some other race (please specify): _____

Gender:

What is your gender?

Female

Male

Other (specify): _____

Marital status:

What is your marital status?

- Married
- Widowed
- Divorced
- Separated
- Never married

Employment:

Which of the following categories best describes your employment status?

- Employed, working 1-5 hours per week
- Employed, working 6-10 hours per week
- Employed, working 11-15 hours per week
- Employed, working 16-20 hours per week
- Employed, working 21-25 hours per week
- Employed, working 26-30 hours per week
- Employed, working 31-35 hours per week
- Employed, working 36-40 hours per week
- Employed, working more than 40 hours per week
- Not employed, looking for work
- Not employed, NOT looking for work
- Retired
- Disabled, not able to work

Household Income

Do you have family members that you support financially?

- Yes
- No

If yes, please identify the family members that you support financially?

- Parents
- Siblings
- My own children
- Other

How much total combined money did all members of your household earn in 2010?

- \$0 – \$9,999
- \$10,000 – \$19,999
- \$20,000 – \$29,999
- \$30,000 – \$39,999

\$40,000 – \$49,999
\$50,000 – \$59,999
\$60,000 – \$69,999
\$70,000 – \$79,999
\$80,000 – \$89,999
\$90,000 – \$99,999
\$100,000 or more

Educational History

Are you the first person in your family to attend college?

Yes
No

INSTRUCTIONS TO STUDENT:

Please assess each statement as it applies to your experiences as a psychology major by circling a number corresponding to the Likert scale below.

My experiences as a Psychology major have:	Strongly Disagree	Disagree	Neutral/ Not Sure	Agree	Strongly Agree	Not Applicable
1. Enhanced my ability to write effectively.	1	2	3	4	5	6
2. Helped me develop research skills.	1	2	3	4	5	6
3. Helped me develop speaking skills.	1	2	3	4	5	6
4. Helped me to think from a humanistic perspective.	1	2	3	4	5	6
5. Helped me to think from a transpersonal/contemplative perspective.	1	2	3	4	5	6
6. Helped me to think from a critical-theoretic perspective.	1	2	3	4	5	6
7. Helped me integrate material I learned in other areas.	1	2	3	4	5	6
8. Stimulated my interest in learning.	1	2	3	4	5	6
9. Helped me to think about problems and situations in a psychological way.	1	2	3	4	5	6
10. Enabled me to see situations from a multiplicity of theoretical perspectives.	1	2	3	4	5	6
11. Enabled me to shift between theoretical perspectives easily.	1	2	3	4	5	6
12. Provided me with more cultural sensitivity.	1	2	3	4	5	6

My experiences as a Psychology major have:	Strongly Disagree	Disagree	Neutral/ Not Sure	Agree	Strongly Agree	Not Applicable
13. Helped me to understand the ways socio-cultural/historical factors have shaped the discipline and affect its current practitioners.	1	2	3	4	5	6
14. Given me a more global perspective.	1	2	3	4	5	6
15. Given me a clearer understanding of contemporary issues from a psychological perspective.	1	2	3	4	5	6
16. Contributed to the development of my critical thinking skills.	1	2	3	4	5	6
17. Helped me to see my own strengths and limitations as a person and to work effectively with them as a result.	1	2	3	4	5	6
18. Helped me to understand my own emotional life and work with it effectively.	1	2	3	4	5	6
19. Supported my finding a mentor from whose life experience I could learn.	1	2	3	4	5	6
20. Helped me to consider meaningful career options and possibilities.	1	2	3	4	5	6
21. I believe the psychology department offers a wide variety of courses.	1	2	3	4	5	6

INSTRUCTIONS TO STUDENT:

Please assess each statement by circling a number corresponding to the Likert scale below.

General Questions	Strongly Disagree	Disagree	Neutral/ Not Sure	Agree	Strongly Agree	Not Applicable
22. In psychology, I learned as much (or more) from online courses as those conducted in classrooms.	1	2	3	4	5	6
23. I chose my classes more for the sake of learning than for the sake of convenience.	1	2	3	4	5	6
24. I used the food pantry (which is located on the second floor of Melson Hall)	1	2	3	4	5	6
25. In this department there are enough opportunities to learn about the culture of my own community.	1	2	3	4	5	6
26. In this department there are enough opportunities (research, community service projects, etc.) to give back to my cultural community.	1	2	3	4	5	6
27. In general my cultural community is valued in this department.	1	2	3	4	5	6
28. It is easy to find people in this department who understand me.	1	2	3	4	5	6

General Questions	Strongly Disagree	Disagree	Neutral/ Not Sure	Agree	Strongly Agree	Not Applicable
29. In this department, there are enough opportunities to discuss important social issues with people from different cultural backgrounds.	1	2	3	4	5	6
30. In general people in this department help each other succeed.	1	2	3	4	5	6
31. In general educators care about students in this department.	1	2	3	4	5	6
32. People in this department often send me important information about new learning opportunities.	1	2	3	4	5	6
33. If I need support I know a person in this department who I can trust to give me that support.	1	2	3	4	5	6
34. I feel like I am part of the community in this department.	1	2	3	4	5	6

OPEN ENDED QUESTIONS

INSTRUCTIONS TO STUDENT: Please answer the following open-ended questions in the space provided.

1) What is your minor field?

a. Do you value the experience of acquiring a minor?

- b. Do you anticipate that it will help you with your vocational plans? How so? Or why not?

- 2) Have you studied abroad during your time at UWG? If so, with which program? Was it valuable to you?

- 3) What are your hopes and career plans after graduation?
 - a. Do you plan to look for a job right away? If so, what kind of job?

 - b. Do you plan to go immediately to graduate school? If so, what degree do you plan to get? What job do you expect this degree will prepare you for?

 - c. What is the ideal job you eventually hope to have some day?

- 4) Have you received guidance on your future plans from a member of the Psychology department? If so, evaluate the nature and helpfulness of that guidance. If not, please give us suggestions about how we could better give our students guidance about their future.

5) In what other ways can the department help you to consider vocational options and prepare for your professional life?

6) What other comments do you have about your experience in the Psychology department at UWG?

PSYCHOLOGY THEORY ASSESSMENT 2018/2019

INSTRUCTIONS: The purpose of this assessment is to determine how well the classes in your psychology major taught you certain skills and information. This is NOT a graded test. It is an assessment of the Psychology Department, NOT of you. So, please do not stress and just do your best.

DEMOGRAPHIC INFORMATION**INSTRUCTIONS TO STUDENT:**

Please answer the following demographic information questions by circling the appropriate response(s) and writing in additional information where necessary.

Course # (e.g., PSYC 2010, PSYC 4884):

Semester (e.g., Fall, 2020):

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Which category below includes your age?

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50-59

60 or older

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Please select the option that best describes your race.

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Black or African-American

Hispanic/Latinx

American Indian or Alaskan Native

Asian

Native Hawaiian or other Pacific islander

From multiple races

Some other race (please specify): _____

Gender:

What is your gender?

Female

Male

Other (specify): _____

Marital status:

What is your marital status?

- Married
- Widowed
- Divorced
- Separated
- Never married

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Which of the following categories best describes your employment status?

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- Employed, working 21-25 hours per week
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- Employed, working 31-35 hours per week
- Employed, working 36-40 hours per week
- Employed, working more than 40 hours per week
- Not employed, looking for work
- Not employed, NOT looking for work
- Retired
- Disabled, not able to work

Household Income

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If yes, please identify the family members that you support financially?

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- Siblings
- My own children
- Other

How much total combined money did all members of your household earn in 2010?

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- \$30,000 – \$39,999

\$40,000 – \$49,999

\$50,000 – \$59,999

\$60,000 – \$69,999

\$70,000 – \$79,999

\$80,000 – \$89,999

\$90,000 – \$99,999

\$100,000 or more

Educational History

Are you the first person in your family to attend college?

Yes

No

Theory Matching Exercise

Instructions: Write the letter of the correct theory next to the terms on the left from which they come.

TERMS:	THEORY:
actualizing tendency _____	1. Behavioral 2. Biological/neuroscientific 3. Cognitive 4. Critical 5. Humanistic 6. Psychoanalytic 7. Transpersonal/contemplative
archetypes _____	
beliefs _____	
CBT _____	
chemical imbalances _____	
classical conditioning _____	
congruence _____	
defense mechanisms _____	
hormones _____	
id _____	
individuation _____	
learning _____	
potential _____	
power differences _____	
projection _____	
race _____	
reinforcement _____	
self-talk _____	
serotonin _____	
social change _____	
transcendent states of consciousness _____	

Assessing the 7 Theories

You have been assigned the **behavioral theory**.

1. Please discuss your understanding of this theory by explaining at least three of its major ideas.

2. Then imagine that you are a psychologist who regularly adopts this theory. Use at least three terms from your theory to explain how this psychologist would see the behavior in any one of the following scenarios from this theoretical perspective. (Possible scenarios: A disruptive elementary school student; a marriage partner considering infidelity; an adult feeling like they are “going through the motions” of life; a college student who routinely lies and hides his/her thoughts and feelings from others; a person struggling with their sexual identity; a person struggling (and failing) to quit smoking; a college student struggling with feelings of suicide; an adult woman who has been struggling for months with getting to sleep at night; an adult feeling depressed and unable to get out of bed; a teenager with low self-esteem; any other scenario you wish to use).

3. Finally, discuss how valid you personally believe this theory and each of its major ideas is. Include in your evaluation which kinds of situations or behaviors the theory applies well to and which situations/behaviors it does not.

Career Vision Assignment

1. **Don't use any job titles for this yet.** Just describe in one paragraph (150 words) the kinds of activities you imagine yourself engaging in after graduation that would constitute the “ideal job” for you that when you think of it, you are filled with excitement and inspiration. Just tell me what you see. DO NOT use job titles. This is not just what you're good at, but a vision that fills you with excitement and possibility. That is: when would you work? Where? With whom? Exactly what would you be doing over the course of the day? Just describe this all, don't use titles. This is a very important paragraph: IT'S YOUR CAREER VISION!! Take your time with it.
2. NOW, let's move more toward some titles. Which two of the “areas of specialization” of psychology (these are on first 3 pages of ‘Career pdf’ on Courseden) are the closest to what you said in your Career Vision?
3. Regarding the information in Table 2.1 on 4th page of ‘Career pdf’, which 3 graduate degrees sound most attractive and appropriate (regardless of whether you plan to go to graduate school)? Be sure to specify whether you are talking about Master's or Doctoral level.
4. Closely survey Table 3.3 of Landrum & Davis' text, the last 5 pages of the ‘Career pdf’ on Courseden **AND** the list of titles listed on the pages below. Which **two** titles from these three lists are the closest “job title” that best describes what you're talking about in your Vision articulated in question #1? Include the O*NET*SOC Code for each. [If you do not plan to go into a field related to psychology, please don't use the three lists, but search the online.onetcenter.org site for the two job titles that are closest to your career vision along with the proper codes]. If you don't know what a particular job title involves, goto <http://online.onetcenter.org>; click “Find Occupations;” then, under “Keyword or O*NET-SOC code,” type in the job title you have in mind and get a description. List your two titles here.
5. Discuss the psychological theory (of the 7) that you most identify with (150 words). Discuss how the major concepts and principles of this theory can be applied to the way you approach these two job titles (150 words). Discuss how this theory can guide you in making an informed career choice (150 words).
6. How does this career choice express your major values and aspirations? How do you feel when you think of this future work? What strengths do you have that will enable you to do this work? What weaknesses do you have that will be struggles or obstacles in doing this work?
[300 words]

7. Do you need graduate school to train for each of these two job titles? To answer this question, goto <http://online.onetcenter.org> ; click “Find Occupations” at the top of the page; then, under “Keyword or O*NET-SOC code,” type in each of the 2 job titles you have in mind (one at a time). Then, scroll almost all the way down the page. Under “Job Zone,” you should see information about required education. Also, under “Education” below that, you should be able to see a breakdown. You should be able to see clearly if grad school is required. *Type out whether graduate school is required for each of the 2 titles and if so, which type of degree for each of your two titles. List both the degree level, e.g., Master’s, Doctorate AND the program, e.g., Community Counseling, School Psychology.*
8. Consider each of your 2 listed job titles. For each job not requiring graduate school, go to #7
9. For your job titles that DO require grad school, please research the kind of degree and program that would help you get credentialed for each of your 2 listed jobs that require an advanced degree. What degree do you need for the job titles that require graduate degrees? E.g., “Masters Degree in Social Work,” “Masters Degree in Counseling,” etc. Then do some research. List **three** schools FOR EACH JOB TITLE that have a program awarding this type of degree. Go to the website of each school and each program. Read about what’s required. Here’s the info you MUST provide for EACH school: Briefly describe why you chose these three and not others. What kinds of undergraduate courses does each program require and recommend for admission? What is the closest admission date for each program after your anticipated graduation? What is the average GRE score of an admitted student?
10. Answer this question for the job titles that do NOT require that you go to graduate school. List three ACTUAL, CURRENTLY POSTED jobs currently listed for EACH of your job titles named in #3 (that do not require grad school). To find this, goto <http://online.onetcenter.org> ; click “Find Occupations” at the top of the page; then, under “Keyword or O*NET-SOC code,” type in the job title you have in mind. At the bottom of the page, you can click “Find Jobs” under the “Job Openings on the Web” heading. NOTE: These are real job postings that are currently open. List the job posting and where you found it. Why did you choose these three positions? What kinds of skills and experience do they require? Do you currently have these skills and experience? If not, what will you need to do between now and your graduation to get them?

****BY NOW YOU SHOULD HAVE EITHER ANSWERED #6 OR #7 FOR EACH OF YOUR 2 LISTED JOB TITLES. YOU SHOULD HAVE 6 TOTAL JOBS, SCHOOLS, OR SOME COMBINATION OF BOTH****

11. Goto <https://www.ets.org/gre>

When would be the best time, given your career plans, to take the GRE (give an actual date and time from the website when the test is offered as well as the location of the test center). The link: https://www.ets.org/gre/revised_general/register/centers_dates/?WT.ac=grehome_grecenterdates_150213 will get you started with this. What is the standard fee in the U.S. to take the GRE? [This on the website too].

- 19-32.00 [Industrial-Organizational Psychologists](#) 🌟 **Bright Outlook**
- 11-2031.00 [Public Relations and Fundraising Managers](#)
- 13-1131.00 [Fundraisers](#)
- 33-3021.03 [Criminal Investigators and Special Agents](#)
- 19-3031.01 [School Psychologists](#)
- 19-3031.02 [Clinical Psychologists](#)
- 11-9033.00 [Education Administrators, Postsecondary](#)
- 19-3039.00 [Psychologists, All Other](#)
- 25-1067.00 [Sociology Teachers, Postsecondary](#)
- 19-3031.03 [Counseling Psychologists](#)
- 19-3031.00 [Clinical, Counseling, and School Psychologists](#)
- 33-3012.00 [Correctional Officers and Jailers](#) 🌟
- 21-1093.00 [Social and Human Service Assistants](#) 🌟
- 21-1012.00 [Educational, Guidance, School, and Vocational Counselors](#) 🌟
- 21-1013.00 [Marriage and Family Therapists](#) 🌟
- 21-1014.00 [Mental Health Counselors](#) 🌟
- 17-2112.01 [Human Factors Engineers and Ergonomists](#) 🌟
- 19-3099.00 [Social Scientists and Related Workers, All Other](#)
- 29-1069.04 [Neurologists](#) 🌟
- 29-2051.00 [Dietetic Technicians](#)

- 19-3039.01 [Neuropsychologists and Clinical Neuropsychologists](#)🌟
- 21-1021.00 [Child, Family, and School Social Workers](#)🌟
- 29-1125.02 [Music Therapists](#)🌟
- 29-1199.04 [Naturopathic Physicians](#)🌟
- 29-1141.02 [Advanced Practice Psychiatric Nurses](#)🌟
- 21-1015.00 [Rehabilitation Counselors](#)
- 29-1125.01 [Art Therapists](#)🌟
- 29-1066.00 [Psychiatrists](#)
- 31-1013.00 [Psychiatric Aides](#)
- 13-1071.00 [Human Resources Specialists](#)
- 21-2011.00 [Clergy](#)
- 25-9041.00 [Teacher Assistants](#)🌟
- 27-3043.05 [Poets, Lyricists and Creative Writers](#)
- 29-1122.00 [Occupational Therapists](#)🌟
- 29-1125.00 [Recreational Therapists](#)
- 29-1127.00 [Speech-Language Pathologists](#)
- 29-2053.00 [Psychiatric Technicians](#)
- 29-9092.00 [Genetic Counselors](#)
- 31-2011.00 [Occupational Therapy Assistants](#)🌟
- 31-2012.00 [Occupational Therapy Aides](#)🌟

Coding Rubrics for Psychology Theory Assessment Essay Question

For SLO #1 (question #1 & #2 from 'Assessing the 7 Theories,' p. 5):

- 1 = no items given for the theory (left blank) or incorrect ideas and application offered.
- 2 = 1 correct idea from the theory; nothing else.
- 3 = 2 correct ideas from the theory; nothing else.
- 4 = 3 correct ideas from the theory; nothing else.
- 5 = Correct perspective (1-3 ideas correct) and applied correctly to chosen scenario.

For SLO #2 (question #3 from 'Assessing the 7 Theories,' p. 6):

- 1 = no evaluation of theory offered
- 2 = student only correctly evaluates 1-2 (correct) ideas
- 3 = student correctly evaluates 3 (correct) ideas
- 4 = student correctly evaluates 3 (correct) ideas and offers only 1 situation where the theory applies well or 1 situation where it does not apply well
- 5 = student correctly evaluates 3 (correct) ideas and offers 1 situation where the theory applies well AND 1 situation where it does not apply well

Coding Rubrics for Career Vision Assignment

1. SLO #4: Values, aspirations, emotions, strengths & weaknesses (VAESW). To be assessed on question #6 from Career Vision assignment.

Rubric: 1 = unclear articulation of VAESW; 2 = beginning articulation of VAESW; 3 = moderate articulation of VAESW; 4 = clear articulation of VAESW.

2. SLO #5: Apply psychological concepts. To be assessed on question #5 from Career Vision assignment.

Rubric: 1 = poor application or understanding of psychological concepts; 2 = beginning application of psychological concepts; 3 = moderately informed and effective application of psychological concepts; 4 = informed and effective application of psychological concepts.

3. SLO #6: Describe preferred career path. To be assessed on questions 2, 3, 4, & 7 from Career Vision assignment taken as a single paragraph.

Rubric: 1 = unclear or no preferred career path; 2 = vague set of career interests offered; 3 = general career domain articulated (e.g., children, elderly); 4 = clear career path with specific job title articulated.

XIDS - 1101 - First-Year Seminar

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* XIDS **Course Number*** 1101

Course Title* First-Year Seminar

Long Course Title

Lec Hrs* 100 minutes per week

Lab Hrs* 0

Credit Hrs* 2

Course Type* Interdisciplinary

**College - School/
Department*** University College First-Year Academic Initiatives

Catalog Course Description* XIDS 1101 is a course designed to help students get excited about learning at West Georgia. It is our hope that this course helps you succeed academically as well as personally and socially during this semester and beyond. The fundamental focus of the class is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. Students are required to attend class and to interact with their instructors and classmates. While students must take responsibility for their own learning, the course attempts to support and enhance that responsibility by making the class a learning community within the University.

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Is this a General Education course?* Yes No

If yes, which area(s) (check all that apply): Area A Area B Area C Area D Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester*	Fall	Desired Effective Year*	2019
Frequency		Grading*	Undergraduate Standard Letter
Student Learning Outcomes	1. adapt written and oral communication to specific rhetorical purposes and audiences. 2. recognize and begin to implement the skills necessary to become life-long, active learners through the exploration of an academic topic that focuses on a contemporary and/or enduring topic, question, or problem. 3. identify, evaluate, and use information, language, or technology appropriate to a specific purpose.		
Rationale*	The first-year seminar course currently utilizes the XIDS 2002 course stem. This stem has many different uses across many different programs and colleges across campus. For ease of course administration and tracking, having a unique course stem for first-year seminar that fits within core area B2 would help in course administration, scheduling, and assessment.		
Prerequisites	None		
Corequisites	None		
Cross-listing	None		
Restrictions	The course is intended for first-time first-year enrollees at UWG.		
May be repeated	No		
Fee*	None		
Fee Justification	We prefer that sections all be low cost no cost if possible.		
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		
Present or Projected Annual Enrollment*	1,600 present enrollment, 2,000 - 2,200 anticipated enrollment in fall 2019		
Attach syllabus*	<input checked="" type="radio"/> Syllabus has been attached - This is required		

XIDS 1101: First-Year Seminar

Semester/Year: Fall 2019 (and beyond)
Time/Location: 100 minutes per week, either in two 50 minutes sessions or one 100 minute
Instructor: Faculty and/or staff with a masters degree
Office Location:
Office Hours:
Telephone:
Email:

Please note: This syllabus is subject to change by the instructor. Advance notice will be given if any changes are made.

COURSE DESCRIPTION

<Specific section description>

XIDS 1101 is a course designed to help students get excited about learning at West Georgia. In addition, it is our hope that this course helps you succeed academically as well as personally and socially during this semester and beyond. The fundamental focus of the class is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. Students are required to attend class and to interact with their instructors and classmates. While students must take responsibility for their own learning, the course attempts to support and enhance that responsibility by making the class a learning community within the University.

Commented [RB1]: This is the common course description for XIDS 1101. Instructors can add information about their unique section if they wish.

COURSE OBJECTIVES

As a result of participating in this course, students should be able to:

1. adapt written and oral communication to specific rhetorical purposes and audiences.
2. recognize and begin to implement the skills necessary to become life-long, active learners through the exploration of an academic topic that focuses on a contemporary and/or enduring topic, question, or problem.
3. identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

Commented [RB2]: These three learning outcomes are common to the XIDS 1101 program. Instructors are able to add others that they see fit.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts:

The Navigator: https://issuu.com/thenavigatoruwg/docs/navigator_fy18_19_complete

Commented [RB3]: There is no required text for the XIDS course, however, each student is given a "Navigator" student handbook that is a helpful resource for student transition needs.

ASSIGNMENTS

The Wolf Experience Supplements will be posted on <https://www.westga.edu/vpaa/first-year-programs/>

COURSE SCHEDULE

<Design as you wish>

Commented [RB4]: The last day to drop a course is Aug 17th at 11:59pm and add is deadline is Aug 20 at 11:59pm. "Withdrawal" period begins Aug 21. (This information is all located on "The Scoop" via the UWG website).

ACADEMIC SUPPORT

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or

chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services. Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site. Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide. If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG EMAIL POLICY

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

CREDIT HOUR POLICY

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php>

Addendum III

Psychology, M.A.

2018-2019 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Name* Psychology, M.A.

Program ID* 1174

Program Code

Program Type* Master's

Degree Type* Master of Arts

**College - School/
Department*** Department of Psychology

Program Description* Program Description
 The Master of Arts degree in Psychology offered by the Psychology Department is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program in that it has a broadly humanistic orientation, with roots in phenomenological and existential thought, but is closely related to transpersonal approaches. This leads to a holistic view on human beingness, which acknowledges particularly subjective and spiritual experiences. Our students will develop self-awareness, critical and creative thinking, and sensitivities to cultural, interpersonal, and dialogical processes as well as social injustices. Graduates have found these capacities valuable in a variety of contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention. We value self-inquiry and academic rigor, thus we urge self-reflection and radical personal exploration as well as sustained research and scholarship.

There is no provision for independent practice of psychology at the Masters level, as regulated by state licensing boards. There are, however, other options for Masters-level practice of mental health in related fields such as Licensed Clinical Social Work, Licensed Marriage and Family Therapy, and Licensed Professional Counseling. Although we offer coursework corresponding to some content areas similar to those required for some of these mental health related fields, we are not accredited by CACREP or any other professional practice body, and our departmental curriculum is not organized around those licensure requirements. Matters related to licensure in any professional field are between an applicant and a licensing board, and we encourage you to investigate thoroughly your areas of interest.

Students wishing to receive training as Licensed Professional Counselors, for example, will be better served pursuing specific training in that field, for example in the Department of Communication and Professional Counseling on campus.

Admission

Along with general Graduate School requirements, we require a minimum GPA of 2.5 and GRE Quantitative score of 140 and a Verbal score of 146. Following initial

screening, we invite selected applicants for graduate study in psychology to have an interview as part of the admission process. Considering the humanistic orientation of this program, the potential for self-awareness, exploratory research, and some knowledge of the humanistic tradition in psychology is given considerable weight in selection of applicants and program planning.

Program Requirements

There are two options to complete requirements toward graduation:

Under Option I, students must complete a minimum of 33 hours of course work plus an acceptable original thesis. Thesis will result in a minimum of 3 additional hours for a total of at least 36 credit hours. Up to 9 hours of course work can be taken in graduate courses in departments other than psychology without special permission.

Under Option II, students must complete a total of 45 hours of course work. Up to 12 hours can be taken in graduate courses in departments other than psychology without special permission.

Under both options, students may accumulate hours of credit for Independent Study, available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study.

Under both options, students must pass an oral comprehensive exam based on course work and individual research or projects developed over the student's course of study. This requirement is fulfilled under Option I through the student's oral defense of their thesis. Under Option II, students must submit a written document as directed by their committee. The guidelines for this document are found on the program website.

Thesis Proposal

The nature of the thesis proposal will reflect the type of thesis undertaken by the student as approved by the thesis Chair. Please refer to the program website for additional thesis guidelines.

Thesis Defense

Following approval of the masters thesis by the thesis committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The thesis defense is open to the public.

There are two required courses: PSYC 6000 - Foundations of Humanistic Psychology, and PSYC 6010 - Human Growth and Potential. All other courses are elective, giving students the freedom and responsibility to develop their own plans of study. Ideally, a student's individualized plan is developed in collaboration with a faculty mentor. We assign incoming students to a program faculty mentor at admission based on apparent compatibility of interests and approach, and we also encourage students to invite faculty members to serve in that capacity.

Within the broad generalist frame, some students may choose an informal area of emphasis, concentration, or focus. We offer the following as examples of areas of interest pursued by students in our program. Descriptions are available on our program website. Note that many of these areas of focus are overlapping and are NOT intended to suggest exclusivity of emphasis:

Applied Humanistic Psychology (Humanism and Praxis)

Critical Psychology

Consciousness Studies

Dialogical Psychology

Feminist Psychology

Historical and Theoretical Foundations of Psychology

Parapsychology

Psychology of Mind and Body

Community Psychology, Social, and Cultural Approaches to Social Justice

Spirituality and Transpersonal Psychology

Please refer to our program website for detailed examples of coursework corresponding to each area of emphasis.

Status* Active-Visible Inactive-Hidden

- Modifications
(Check all that apply)*
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - See Comments

Modified Program Name

Modified Program Learning Outcomes

Modified Program Description Program Description
The Master of Arts degree in Psychology offered by the Psychology Department is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program in that it has a broadly humanistic orientation, with roots in phenomenological and existential thought, but is closely related to transpersonal approaches. This leads to a holistic view on human beingness, which acknowledges particularly subjective and spiritual experiences. Our students will develop self-awareness, critical and creative thinking, and sensitivities to cultural, interpersonal, and dialogical processes as well as social injustices. Graduates have found these capacities valuable in a variety of contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention. We value self-inquiry and academic rigor, thus we urge self-reflection and radical personal exploration as well as sustained research and scholarship.

There is no provision for independent practice of psychology at the Masters level, as regulated by state licensing boards. There are, however, other options for Masters-level practice of mental health in related fields such as Licensed Clinical Social Work, Licensed Marriage and Family Therapy, and Licensed Professional Counseling. Although we offer coursework corresponding to some content areas similar to those required for some of these mental health related fields, we are not accredited by CACREP or any other professional practice body, and our departmental curriculum is not organized around those licensure requirements. Matters related to licensure in any professional field are between an applicant and a licensing board, and we encourage you to investigate thoroughly your areas of interest.

Students wishing solely to receive training as Licensed Professional Counselors, for example, will be better served pursuing specific training in that field, for example in the Department of Communication and Professional Counseling on campus.

Admission

Along with general Graduate School requirements, we require a minimum GPA of 2.5 and GRE Quantitative score of 140 and a Verbal score of 146. Following initial screening, we invite selected applicants for graduate study in psychology to have an interview as part of the admission process. Considering the humanistic orientation of this program, the potential for self-awareness, exploratory research, and some knowledge of the humanistic tradition in psychology is given considerable weight in selection of applicants and program planning.

Program Requirements

There are two options to complete requirements toward graduation:

Under Option I, students must complete a minimum of 33 hours of course work plus an acceptable original thesis. Thesis will result in a minimum of 3 additional hours for a total of at least 36 credit hours. Up to 6 hours of course work can be taken in graduate courses in departments other than psychology without special permission.

Under Option II, students must complete a total of 36 hours of course work. Up to 6 hours can be taken in graduate courses in departments other than psychology without special permission.

Under both options, students may accumulate six hours of credit for Independent Study, available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study.

Under both options, students must pass an oral comprehensive exam based on course work and individual research or projects developed over the student's course of study. This requirement is fulfilled under Option I through the student's oral defense of their thesis. Under Option II, students must submit a written document as directed by their committee. The guidelines for this document are found on the program website.

Thesis Proposal

The nature of the thesis proposal will reflect the type of thesis undertaken by the student as approved by the thesis Chair. Please refer to the program website for additional thesis guidelines.

Thesis Defense

Following approval of the masters thesis by the thesis committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The thesis defense is open to the public.

There are two required courses: PSYC 6000 - Foundations of Humanistic Psychology, and PSYC 6021 - Psychology as Human Science. All other courses are elective, giving students the freedom and responsibility to develop their own plans of study. Ideally, a student's individualized plan is developed in collaboration with a faculty mentor. We assign incoming students to a program faculty mentor at admission based on apparent compatibility of interests and approach, and we also encourage students to invite faculty members to serve in that capacity.

Within the broad generalist frame, some students may choose an informal area of emphasis, concentration, or focus. We offer the following as examples of areas of interest pursued by students in our program. Descriptions are available on our program website. Note that many of these areas of focus are overlapping and are NOT intended to suggest exclusivity of emphasis:

Applied Humanistic Psychology (Humanism and Praxis)

Critical Psychology

Consciousness Studies

Dialogical Psychology

Feminist Psychology

Historical and Theoretical Foundations of Psychology

Parapsychology

Psychology of Mind and Body

Community Psychology, Social, and Cultural Approaches to Social Justice

Spirituality and Transpersonal Psychology

Please refer to our program website for detailed examples of coursework corresponding to each area of emphasis.

Modification Comments* Modified program description reflects:

1. Change in credit hours for non-thesis option
2. Change in outside department hours for both options
3. Change in maximum hours of Independent Studies allowed to be applied to degree.
4. Addition of new required course (PSYC 6021, Psychology as Human Science)
5. Removal of two courses no longer being offered.

Rationale*

1. This change would accommodate some sociocultural realities (e.g., not imposing undue hardship on students in a climate in which a 45-hour Master's degree is unusual), allow us to streamline and focus our curriculum, and enhance our recruitment efforts.
2. We want students to have access to coursework outside of the Department, but to limit the maximum number of hours applied to the degree.
3. Independent Studies are an important component of our curriculum, but need to be limited in scope and number.
4. This change is intended to reflect an increasing emphasis on preparing students for critical thinking and methodological familiarity across all three levels of our departmental curriculum (we presently have similar psychology and human science courses at the undergraduate and Ph.D. levels).

Prospective Curriculum*

Required M.A. Courses

PSYC 6000 Foundations of Humanistic Psychology

PSYC 6021 Psychology as Human Science

M.A. Psychology Electives

In addition to the eight credit hours of the two required courses, the M.A. degree requires 28 additional credit hours. Twenty-two of these credit hours must be from Psychology coursework at the 5000, 6000, or 7000 level; six credit hours from outside the Psychology Department at the 5000, 6000, or 7000 level may be applied to the degree.

New Core**Desired Effective Semester*** Spring**Desired Effective Year*** 2019**Program Location*** Carrollton**Is this a School of Nursing Program?*** Yes No**Is this a College of Education Program?*** Yes No

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
- None of these apply

SACSCOC Comments 45-hour M.A. degrees are unusual, and we want to reduce our non-thesis option to 36 hours for the reasons described.

Is Senate Review required?* Yes No

Master of Arts in Psychology: Program Map
2017

THESIS TRACK (33 required course credit hours + 3 thesis hours)

Semester 1	Semester 2	Summer or Semester 3	Semester 4
PSYC 6010 (4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 5px auto;"/> 10-12 hours	PSYC 6100 (4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 5px auto;"/> 10-12 hours	Elective (3 or 4) Elective (3 or 4) Elective (3 or 4) Independent Study (1-3) <hr style="width: 20%; margin: 5px auto;"/> 10 - 12 hours	Elective (as necessary) Thesis (3) <ul style="list-style-type: none"> ○ Prepare, defend, revise, and format thesis

NON-THESIS TRACK (45 required course credit hours)

Semester 1	Semester 2	Summer or Semester 3	Semester 4
PSYC 6010(4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 5px auto;"/> 10-12 hours	PSYC 6100 (4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 5px auto;"/> 10-12 hours	Elective (3 or 4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 5px auto;"/> 10 - 12 hours	Additional electives to accumulate 45 total hours <ul style="list-style-type: none"> ○ Schedule oral examination ○ Write oral examination paper ○ Conduct oral examination

Master of Arts in Psychology: Program Map
Updated Fall, 2018

THESIS TRACK (33 required course credit hours + 3 thesis hours)

Semester 1	Semester 2	Summer or Semester 3	Semester 4
PSYC 6021 (4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 0 auto;"/> 10-12 hours	PSYC 6100 (4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 0 auto;"/> 10-12 hours	Elective (3 or 4) Elective (3 or 4) Elective (3 or 4) Independent Study (1-3) <hr style="width: 20%; margin: 0 auto;"/> 10 - 12 hours	Elective (as necessary) Thesis (3) <ul style="list-style-type: none"> ○ Prepare, defend, revise, and format thesis

NON-THESIS TRACK (36 required course credit hours)

Semester 1	Semester 2	Summer or Semester 3	Semester 4
PSYC 6021 (4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 0 auto;"/> 10-12 hours	PSYC 6100 (4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 0 auto;"/> 10-12 hours	Elective (3 or 4) Elective (3 or 4) Elective (3 or 4) <hr style="width: 20%; margin: 0 auto;"/> 10 - 12 hours	Additional electives as necessary <ul style="list-style-type: none"> ○ Schedule oral examination ○ Write oral examination paper ○ Conduct oral examination

**Master of Arts (MA)
Psychology (CIP 420101)**

Learning Outcome	Plan Connection	Measure/Method	Success Criterion	AY15	AY16	AY17	AY18	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
Students will demonstrate understanding of the field of psychology in general, emphasizing application and analysis and evaluation.	2-C, 2-D	Students will submit a portfolio compilation of no fewer than four term papers as part of their required preparation for the Oral Examination at the conclusion of their Master's program. We will also incorporate integrative and synthetic elements of general psychology in our general requirements for the final (Exit Interview) paper.	All students submitting suitable papers as part of a generalist psychology learning portfolio.			New criterion for new SLO	Continuing	Acquaintance with, and critical application of, general psychology is an essential aspirational component of our graduate training program.	We will continue to incorporate assessment of students' understanding, application, and critical evaluation of general psychology in our curriculum planning, in our Master's thesis guidelines, and in our exit examination criteria.	We have prepared and posted guidelines for the exit oral examination, incorporating these learning outcomes.
Students will demonstrate an understanding of and appreciation for psychology as a human science, emphasizing application and critical evaluation.	2-C, 2-D	More students will complete Master's theses using appropriate human science methods. We will require students to prepare and submit a two-page "Psychology as a Human Science" integrative exploration paper as part of their exit oral examination.	Increased number of Master's theses, and successful completion of the two-page integrative paper.			New criterion for new SLO	Continuing	Understanding of psychology as a human science is an essential component of all three (BS, MA, and PhD) components of our Department. Such knowledge, and the ability to apply it critically and integratively and evaluatively, is an essential outcome of the Master's degree.	We will continue to incorporate assessment of students' understanding, application, and critical evaluation of psychology as a human science in our curriculum planning, in our Master's thesis guidelines, and in our exit examination criteria.	We have proposed (and approval is pending) a new course, PSYC 6021, Psychology as Human Science. It will be the second (of two) required courses in our MA curriculum.
Students will develop enhanced self-understanding and consider its implications for personal growth, and for social change.	2-C, 2-D	The final exit interview paper will include mandatory sections on (a) Personal Growth and (b) Implications of Psychology for Social Change.	All students submitting suitable Exit Interview papers including their self-evaluation of personal growth as it is foundational for social transformation.			New criterion for new SLO	Continuing	Consistent with the College of Social Science emphasis on scholarship and service in the interest of promoting the public good, we need to formalize this emphasis in our MA program in our curriculum, in our evaluation of students' learning, and in our exit interviews.	We are involved in an ongoing process of examining program curriculum and policy to make sure we are incorporating elements of personal awareness and self-understanding uniformly and intentionally.	We are in an ongoing process of scrutinizing course content for its contribution to self-awareness and the public good, and modify program requirements

Here is our recently approved Mission Statement, around which I have written the assessment criteria and metrics.

Honoring our roots in Humanistic Psychology, our mission is to provide a generalist graduate educational experience that allows our students to: develop a finer conceptual understanding of the field of psychology in general, and of human science psychologies in particular; engage in a process of self-reflection and personal growth with consequent implications for life and vocation; and foster an ongoing commitment to contributing to the social good.

Students will demonstrate achievement of these objectives through:

MEDT - 7451 - Administration of the School Media Center

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* MEDT

Course Number* 7451

Course Title* Administration of the School Media Center

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Media and Instructional Technology

**College - School/
Department*** Department of Educational Technology and Foundations

**Catalog Course
Description*** This course provides an overview of the procedures in planning, administering and evaluating school media programs.

**Is this a School of
Nursing course?*** Yes No

**Is this a College of
Education course?*** Yes No

**Desired Effective
Semester*** Spring

**Desired Effective
Year*** 2019

Frequency 2

Grading* Graduate Standard
Letter

**Student Learning
Outcomes** Students will:

1. be able to describe the standards, policies, and procedures pertaining to operation of school media program.
2. be able to assess the quality of existing media programs.
3. be able to analyze school library media center facilities.
4. be able to design a school library media center facility.
5. be able to construct a budget with spending justifications for a school library media program.
6. develop strategies for motivating, training, and evaluating staff and volunteers.
7. be able to select effective interpersonal and group relations and strategies for effective communication, including issues of diversity, cultural differences, and special learner needs.
8. be able to construct and support through research their understanding of the leadership role of the school library media specialist.
9. be able to compare professional organizations for school library media specialists.

10. be able to research current trends and issues of school librarianship using recognized publications of the field.

Rationale* Currently we offer this course as MEDT 6461. By updating the course to a 7000 level we are able to have more flexibility offering it in the Master's and EDS. We will be proposing a modification of our program to add this course to our new EDS with School Library Media certification.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

Additional Stipulations

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100 students

Attach syllabus* Syllabus has been attached - This is required

MEDT 7451: Administration of the School Media Center

Semester/Year	Fall 2018
Time/Location	100% online
Instructor	
Office Location	Room 127, Education Annex
Office Hours	By appointment Monday: 8:00 am – 11:00 am Tuesday: 8:00 am – 11:00 am
Online Hours	By appointment Monday: 1:00 pm – 3:00 pm Tuesday: 1:00 pm – 3:00 pm
Telephone	
Email/Twitter	abranyon@westga.edu - Email at this address is the BEST way to reach me!
Online Support	<ul style="list-style-type: none"> • Course Den D2L Home Page: http://westga.view.usg.edu • D2L UWG Online Help (M-F 8-5): (678) 839-6248 • D2L UWG Helpline after hours: 1-877-855-8946 • D2L UWG Online help: http://uwgonline.westga.edu/students.php • D2L 24 hour Help Center: https://d2lhelp.view.usg.edu/ • UWG Distance Learning: http://uwgonline.westga.edu/ • Distance Learning Library Services: http://libguides.westga.edu/content.php?pid=194430 • Ingram Library Services: http://www.westga.edu/library/ • University Bookstore: http://www.bookstore.westga.edu/ • Center for Academic Success: http://www.westga.edu/cas/ • Student Services: http://uwgonline.westga.edu/online-student-guide.php

COURSE DESCRIPTION

This course provides an overview of the procedures in planning, administering and evaluating school media programs.

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 (AASL) and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s):

- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Library Association. (Available via UWG Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)
- Bush, G., & Jones, J. (2010). *Tales out of the school library: Developing professional dispositions*. Santa Barbara, CA: Libraries Unlimited. (Available via UWG Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)
- Woolls, B., Weeks, A. C., & Coatney, S. (2014). *The school library manager*. (5th ed.). Westport, CT: Libraries Unlimited.

Required Instructional Resource:

- **Tk20 Subscription is required for all students who began taking courses in their program Summer 2011 or later.** 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.
- Student Microsoft Agreement – Office Software package: <https://www.westga.edu/its/microsoft-campus-agreement.php>

Suggested Text:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

APPROACHES TO INSTRUCTION

Instruction in this course will take place through optional face-to-face class time and online tools such as discussion boards, chat rooms, posting materials within Course Den, wikis, webpages, etc.

This course will be delivered approximately 100% online. This requires the online equivalent of 2200 minutes of instruction (seat-time) and an additional 4400 minutes of supporting activities.

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

<u>Activity</u>	<u>Instructional Equivalent</u>
Online discussion	400 minutes
Audio/video instruction	400 minutes
Online assignments	1400 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. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

Course Learning Outcomes

Students will:

1. be able to describe the standards, policies, and procedures pertaining to operation of school media program.
2. be able to assess the quality of existing media programs.
3. be able to analyze school library media center facilities.
4. be able to design a school library media center facility.
5. be able to construct a budget with spending justifications for a school library media program.
6. develop strategies for motivating, training, and evaluating staff and volunteers.
7. be able to select effective interpersonal and group relations and strategies for effective communication, including issues of diversity, cultural differences, and special learner needs.
8. be able to construct and support through research their understanding of the leadership role of the school library media specialist.
9. be able to compare professional organizations for school library media specialists.
10. be able to research current trends and issues of school librarianship using recognized publications of the field.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Students are expected to participate fully in all assignments and discussions. **This is a brief overview of assignments - directions, details, specific due dates, and expectations for each assignment will be found in Course Den.**

Participation in Online Activities (100 pts.)

Students must participate in all assigned online activities. A variety of online communication tools such as Skype, GoToTraining, GoToMeeting, GoogleHangout and chat may be used for live sessions. There will be one REQUIRED online session in this course – students will either attend the session or watch the recording. An important part of the participation grade in this course is completing all the sections of your website per assignment directions. All online assignments must be submitted by the due dates – see details in Course Den and on the Course Schedule. At any point during the semester, if students realize they are not going to be able to meet a deadline they must contact the instructor immediately and consider withdrawing prior to the last day to withdraw. Completion of the Course Evaluations (online) is also a portion of this score. (Objectives 1, 2, 3, 4, 5; knowledge, disposition; checklist)

Leader Role Module

Project 1 - School Library Media Center Website (50 pts):

As a leader and a program administrator the school library media specialist (SLMS) should establish an online presence for their school library media program (SLMP). The school library media center's Website can be a powerful tool for communication, advocacy, and access for all stakeholders. While seemingly an overwhelming "extra" task, the smart media specialist will use an effective website to attract patrons, manage knowledge, and solve problems. This will be the first step in developing your website that you will utilize the rest of the semester. Students will **Setup a SLMP shell website** – You may base this on a real school library or you may make up one for the purposes of this project. I suggest you use Weebly, GoogleSites, or Wix for your site for this assignment, but if there is something else you feel more comfortable using that will be fine as well – just email me ahead of time for pre-approval. You will setup pages on this site that will you will be filling in throughout the semester – this will be part of your participation grade. Post the URL for your website to the SLMP Website Discussion board. **Please see the Assignments directions in Course Den site for more details, expectations, and due dates.**

Project 2: Leadership Through Professional Involvement (50 pts.)

In our field, it is critical to have avenues for keeping up with new developments, for continuing professional development, and for connecting with our colleagues in other schools. On your website, under the Professional Development tab or page you will post links to a state AND national (or international) organization related to school library media and/or technology with a brief three sentence description of why you would want to join that organization. **Please see the Assignments directions in Course Den site for more details, expectations, and due dates.**

Project 3— Current Trends & Issues Presentations (100 pts.)

School library media specialists need to know the issues and trends that affect their jobs and what the arguments are concerning them. Students will work with a partner on this project to research current trends using a variety of sources. Then prepare a 5-8 minute presentation on the topic using a Web 2.0 presentation tool such as Prezi, Powtoon, Animoto, Google Slides - there are many choices for this!

See list of Web 2.0 Tools in the Course Resource Library for ideas) MS Word and Power Point are NOT acceptable for this assignment. Be sure to include a reference list at the end of your presentation (APA style). (Course Objective 13; instructor observation, peer observation, rubric) **Please see the Assignments directions in Course Den site for more details, expectations, and due dates.**

Instructional Partner & Teacher Roles Modules

As you look at the expectations and the responsibilities of the SLMS, it may seem overwhelming. However all of the roles are important and demanded by today's library media program. Of course the SLMS can't do all of these things alone. That's the reason that collaboration, leadership, and technology are three key themes in a library media program.

Project 4: Collaboration Articles Reviews & Reflections (100 pts.):

Students will read two articles on the topic of collaboration that emphasize the importance of collaboration and/or describe how-to collaborate for school library media specialists. Write a summary of the articles (describing the content) and one paragraph of your thoughts and reactions to the collaboration described. List complete bibliographic information (APA format) at the beginning of each review. **These reviews will be posted to Course Den Discussion Board for small group discussion opportunity.** (Course Objective: 7; instructor observation, peer observation, rubric) **Please see the Assignments directions in Course Den site for more details, expectations, and due dates.**

Information Specialist Role Module

The SLMS must be an expert in locating, evaluating, and synthesizing information. Additionally the media specialist must also be the spokesman for the ethical use of information in a variety of formats. The idea of using information in an educational setting ethically can be a confusing and the media specialist will need to act as a leader helping both teachers and students to understand how to use information ethically.

Project 5: Information Ethics and Access Flyer & Response (100 pts.)

Students will work individually to research and create a one-page flyer/poster/infographic utilizing an online tool (see list of Web 2.0 Tools in the Course Resource Library) on a topic related to the information ethics (see list of topics in Course Den) and school library media centers. Include a bibliography, in APA format, as a second page – there will be No in-text references on your flyer. Conduct research on your topic and create a one-page flyer/poster/infographic for a specified audience. This assignment requires creativity to make it interesting to classmates! Links to your creations will be posted to the Course Den Information Ethics Db and to your website. You will respond to ALL of your classmates' flyers on the Course Den Information Ethics Db. (See assignment information for detailed description of this project). (Course Objectives: 1; Instructor Observation, peer observation, rubric) **Please see the Assignments directions in CourseDen site for more details, expectations, and due dates.**

Program Administrator Role

Effectively managing the school media program requires the SLMS to be able to meet the various needs of their learning community. While building a successful program, media specialists need to effectively plan their program mission, manage the budget and media staff, and ensure that the resources they acquire are accessible and interesting to the students who will be using them. School media specialists also often serve on

school committees, run the school website, oversee a morning news program, and coordinate the distribution of school equipment especially dealing with technology.

Project 6 – Program Administration

In the multiple parts of this project during this module you will research and learn about the various practical functions of the day to day running of the SLMP. **Please see the Assignments directions in CourseDen site for more details, expectations, and due dates.**

- a. **SLMP Mission (25 pts.)**– Students will develop a mission statement for their library media program and post on their website. Creating a mission statement for the media program is a crucial first step for projects and plans. Many administrators, teachers, parents, and students are not fully aware of the possibilities for improved student achievement when teachers and the SLMS collaborate. An effective mission statement can promote a greater understanding of the role of the SLMS in student learning. A mission statement is a short, succinct statement focusing on the purpose of the organization, its reason for existence, and what it hopes to accomplish. **Please see the Assignments directions in CourseDen site for more details, expectations, and due dates.**

- b. **Budget (75 pts.)** - An immediate and critical responsibility of every media specialist is to manage the budget. An even more difficult responsibility is designing a budget that will meet strategic goals and therefore curricular needs. Students will interview a current SLMS and work individually to prepare a three-year budget that includes justifications or rationales for your allocation of funds. Prior to writing a budget, you must decide what your mission is for improving the media center in the next three years (see above). A statement of needs or rationale should accompany the budget that spells out in detail how the budget will serve to meet the mission for the SLMP three-year period. Justifying items in the budget is necessary for this assignment. You must state why you need each item in the budget and how it will meet your vision for the school and LMCSLMP. It is almost certain that the GPSs and Common Core standards will impact your justification for purchase of some items in your proposed budget. Submit assignment to Drop box and post on your website under budget. (Course Objective: 7; Instructor Observation, peer observation, rubric). **Please see the Assignments directions in CourseDen site for more details, expectations, and due dates**

- c. **Facilities (75 pts.):** In this assignment, students will demonstrate your knowledge of the relationship of facility to program needs. Here you will describe the physical facility and how the learning community can utilize it. Students will physically visit a media center conveniently located to them if possible and talk to a media specialist about media center facilities. Also construct a floor plan for the school library they visit. Based course readings, and your own knowledge and opinions, analyze the facility for needed changes and develop a renovation plan, including floor plan and rationale narrative with reasoning WHY you made the changes you made in your proposed renovation floor plan. You will need to include references (APA style) to course readings in your rationale narrative. Students should use the drawing tools in PPT, Word, or online to complete the floor plan. Students will submit to Drop box, in in one continuous document, all 3 components of the assignment: The current floor plan of the school library you visited; Your renovation floor plan (showing your final product); The narrative addressing the justification / explanation of why changes were made (include grade level of the media center) AND post to

their SLMP website under Facilities. (Course Objective 6: instructor observation, peer observation, rubric). **Please see the Assignments directions in CourseDen site for more details, expectations, and due dates.**

d. Policies & Procedures (25 pts.): Visit the Georgia Department of Education web site or the Department of Education for the state where you are currently located for the purpose of identifying resources and information related to school library media specialists, school library media programs, funding, physical facilities, staffing, etc.

Post two things you learned about personnel and the SLMP. Post the link to your website on the Discussion Board. After you've posted, explore some of your classmates' websites to identify various types of information available at the GA DOE website. (Course Objectives 2, 3, 4, 7; instructor observation, rubric) **Please see the Assignments directions in CourseDen site for more details, expectations, and due dates**

Project 7 –Evaluation: School Library Annual Report (100 pts.)

An annual report communicates to the stakeholders what goes on in your media center. It is important to remember that not everyone knows what you do and you may need to be able to defend your job. And when it comes time to defend your job or your program it will be too late. What will you have at hand that will help you do that? An annual report and the planning that goes into it will be a place to start. For this assignment read all the readings about annual reports and look at some examples. Find three components you really like in an annual report that you feel would be important information to convey about what goes on in your media program. For each of these components write about the component you chose, including why you think this component of the annual report is something you would want in your report and about how you would collect the data.

Submit to Course Den Drop box. (Objectives 2, 5, 6, 7; rubric) **Please see the Assignments directions in CourseDen site for more details, expectations, and due dates**

All assignments should be submitted as MSWord docs unless otherwise specified in assignment directions.

Evaluation Procedures

Activity/assignment	Points	Assessment
Participation in online class activities (INCLUDES any REQUIRED Online sessions, Tk20 Assignments, collaboration with classmates and instructor, DB postings, additional readings/ assignments, etc.)	100	Instructor observation, online participation rubric
Project 1 - School Library Media Website	50	Checklist
Project 2 – Leadership Through Professional Involvement	50	Checklist
Project 3 - Current Trends Presentation	100	Rubric
Project 4 – Collaboration Article Reviews	100	Rubric

Project 5 – Information Ethics and Access Flyer & Responses	100	Rubric
Project 6 – Program Administration a. SLMP Mission Statement (25 pts.) b. Budgeting (75 pts.) c. Facilities (75 pts.) d. Policies & Procedures (25 pts.)	200 total	Checklist
Project 7: Evaluation: Annual Report	100	Checklist
9. Tk20 Assignments: First AASL Competencies, First Dispositions.	Course final grade will not be assigned until info is posted at Tk20	Posting

Grading Policy:

Grades for assignments will be posted on CourseDen. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 800):

- A 90 - 100% (720 - 800)
- B 80 – 89% (640 - 719)
- C 70 – 79% (560 - 639)
- F 0 – 69% (0- 559)

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*.

Disciplinary procedures described in the latest State University of West Georgia *Connection and Student Handbook* will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

CLASS ATTENDANCE AND PARTICIPATION

Respectful interaction with your colleagues, the professor, and all guest speakers is expected. You are part of a community of learners. In discussion postings please read your classmates' postings and respond thoughtfully.

Class requirements

- Failure to complete online assignments will be counted as 'class' absences. Late assignments, for which there is no legitimate reason, will be assessed a **10% penalty per day**.
- **Poor writing, lack of proper APA citations, or instances of plagiarism can result in point reduction or a failing grade regardless of point spread listed on the syllabus.**
- **Incidents of documented plagiarism will result in an automatic 0 (F) for the assignment.**
- **Students are to put their name on all submitted work. Failure to put your name on submitted assignments will result in a 10 point deduction.**
- **Students are required to check their UWG email, CourseDen email and CourseDen discussion board at least 1 time a day.**
- Students must participate in online chats (if scheduled).
- Students will complete the assigned online activities by the specified timelines. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this plan fails, call the Distance Learning Office and then the instructor for assistance.
- Do not wait to ask for help with CourseDen. Seek assistance immediately. Failure to complete online assignments and accesses will be counted as 'class' absences.
- Students will be prepared with materials and readings according to the schedule indicated in the Tentative Class Outline, participate in CourseDen discussion board discussions, and respond to topics presented. Internet and CourseDen access are required.
- Free MS software is available to UWG students (<https://www.westga.edu/its/microsoft-campus-agreement.php>) – all assignments are to be submitted as MS Word docs unless otherwise noted in assignment directions. For details, go to
- Students are expected to keep up with the SCOOP and registration deadlines so they do not miss registration dates.

Attendance: Participation in all online components of the course is required and will be factored into the course grade.

MEDT File Naming Protocol: MEDT instructors use a file naming convention that all students should adhere to for full credit on projects. This protocol is designed to make things easier on you when it comes to compiling required assessment and portfolio materials when you take MEDT 7487 Practicum before graduating from the program.

The file naming protocol is a simple one: course number (for instance, 6461) followed by an underscore, followed by assignment name and another underscore, followed by your first, middle and last initials, followed by a period and the file extension. Note: the file name should contain NO SPACES, and all characters should be lowercase.

So, Lauren Heather Mandel, a student in MEDT 6461, submitting her budget assignment, would name that file like this: 6461_budget_lhm.doc.

STUDENT WORK

All projects must be completed to be graded. The official communication method will be through Course Den and campus email (MyUWG). **Students are required to post some required assignments Tk20.**

Questions should be posted to the DB under the Questions topic area. It is each student's responsibility to read these questions on a regular basis (at least 3 times per week) because they may pertain to students' common questions.

LATE WORK

Students are expected to submit assignments on time, by 11:59 pm on due date. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. **10% penalty will be deducted for each day late.** Late online assignments such as DB postings will result in a loss of points from participation grade.

EXTRA CREDIT/DUPLICATIVE COURSEWORK

Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted **if** prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

COMMUNICATION POLICY

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 students. It is the student's responsibility to check this email account for important University related information. The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website.

I believe communication is vital in online education! Also I can't help you if you don't communicate there is a problem with me. I check email several times a day – you will usually get a response from me within 24 hours (more than often in a couple of hours) unless I happen to be traveling and am without wifi. **The best way to contact me is through my email: abranyon@westga.edu Note that you should email me at my email address and not via Course Den. If you email via Course Den there may be a delay in my response**

Communication Expectations: Students are expected to check their UWG email AND Course Den email at least once a day.

I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester.

Effective learning involves questions and communication. When asking course related questions please post to the appropriate course website discussion area. Several others may have the same question. Answering the

question in a public forum assures that each student is receiving the same information and instruction. I will also communicate important class information via Course Den News so please check the site regularly for such information. Timely information will be accompanied by email announcement to assure you are informed.

PROFESSIONAL CONDUCT

Students are expected to conduct themselves professionally. Acting professionally is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class in group work.
- Actively participating in class online.
- Turning in assignments on time.
- Arriving at and leaving class punctually.
- Treating class members, colleagues, and instructor with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones and disruptive behavior during class meetings or during online chats).

Students who display a lack of professionalism will be contacted by the instructor immediately after the violation takes place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

IMPORTANCE OF WRITING QUALITY

It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

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 through 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.

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.

Website Resources:

- American Association of School Librarians - <http://www.ala.org/aasl>
- eBoard Solutions (for school policies – select system, then go to “Policies” and select “Instructional program”...media centers should be located somewhere around “IFBD”)
<https://eboard.eboardsolutions.com/index.aspx?S=4028>
- Exemplary Media Program / Media Specialist of the Year
 - https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Recipients_2002_2011.pdf
 - http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/LIBRARY%20MEDIA/September_October_%202012.pdf
 - <http://www.glma-inc.org/grants-and-awards/library-media-specialist-of-the-year/>
- Exemplary Media Program Rubric - <http://www.glma-inc.org/grants-and-awards/exemplary-media-program/>
- Georgia Association of Information Technology - <http://www.gait-inc.org/>
- Georgia Department of Education - <http://www.doe.k12.ga.us> or <http://gadoe.org>
- Georgia Standards - <https://www.georgiastandards.org/Pages/Default.aspx>
- Georgia GALILEO - <http://www.galileo.usg.edu/welcome/>
- Georgia Library Media Association - <http://www.glma-inc.org/>
- Georgia Library Media Listserv - lists.georgiamedia.net/lists/info/members.
- LM_NET - <http://lmnet.wordpress.com/subscribe/>
- LM_NET Archives - <http://lmnet-archive.iis.syr.edu/>
- O.C.G.A. - (Official Code of Georgia Annotated) Search using "Natural Language" and code numbers (20-2-184, 20-2-181, 20-2-167, 20-2-1013, 24-9-46) -<http://www.lexis-nexis.com/hottopics/gacode/default.asp>


Course References:

- American Association of School Librarians. (n.d.). *AASL position statements*. Retrieved from <http://www.ala.org/aasl/>
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- Butler, R.P. (2011). *Copyright for teachers & librarians in the 21st century*. New York, NY: Neal-Schuman Publishers.
- Carr, J., & American Association of School Librarians. (2008). *Leadership for excellence: Insights of National School Library Media Program of the Year Award winners*. Chicago, IL: American Library Association. (Available via Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)

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- Crowley, J. D. (2011). *Developing a vision: Strategic planning for the school librarian in the 21st century*. (2nd ed.). Denver, CO: Libraries Unlimited.
- Donham, J. (2008). *Enhancing teaching and learning: A Leadership guide for school library media specialists* (2nd ed.). New York, NY: Neal-Schuman.
- Downs, E. (2009). *Media specialist's policy & procedure writer*. New York, NY: Neal-Schuman.
- Eisenberg, M., Lowe, C. A., & Spitzer, K. L. (2004). *Information literacy: Essential skills for the information age*. (2nd ed.). Westport, CT: Libraries Unlimited.
- Erikson, R. & Markuson, C. (2007). *Designing a school library media center for the future* (2nd ed.). Chicago, IL: American Library Association.
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- Hallam, A.R. & Dalston, T.R. (2005). *Managing budgets and finance*. New York, NY: Neal-Schuman.
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- Hobbs, R. (2010). *Copyright clarity: How fair use supports digital learning*. Thousand Oaks, CA: Corwin and National Council of Teachers of English.
- Kneale, R. (2009). *You don't look like a librarian: Shattering stereotypes and creating positive new images in the Internet age*. Medford, NJ: Information Today, Inc.
- Martin, B. S. & Zannier, M. (2009). *Fundamentals of school library media management: A How-to-do-it manual*. NY: Neal-Schuman.
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- Simpson, C. (2010). *Copyright for schools: A practical guide*. (5th ed.). Denver, CO: Linworth.
- Squires, T. (2009). *Library partnerships: Making connections between school and public libraries*. Medford, NJ: Information Today, Inc.
- Toor, R. & Weisburg, H. K. (2011). *Being indispensable: A School librarian's guide to becoming an invaluable leader*. Chicago, IL: American Library Association.
- Wallace, V. & Husid, W. N. (2011). *Collaborating for inquiry-based learning: School librarians and teachers partner for student achievement*. Denver, CO: Libraries Unlimited.
- Zmuda, A. & Harada, V. H. (2008). *Librarians as learning specialists: Meeting the learning imperative for the 21st century*. Westport, CT: Libraries Unlimited.

Tentative Class Schedule:

Week dates ...	Work on ...	DUE DATE
August 15 - 22	READ all articles in the Overview Readings. READ Volunteer Experience Handbook at SLM wiki. Purchase Tk20. Introduce yourself at the Introduction Discussion Board. Sign up for Current Trends Presentation. Sign up for Information Ethics Flyer Assignment.	August 22
Drop ends at 11:59 p.m.: August 17 Add ends at 11:59 p.m. August 20		
August 22-29	READ all readings in Leader Module folder. Project 1 Website assignment. Project 2 Professional Involvement assignment.	August 29
August 27	REQUIRED ONLINE SESSION: 6:00 p.m. at Collaborate Ultra link in CourseDen at the Welcome module. ***Complete Tk20 self-assessments right after session!!!	August 27 – REQUIRED IF Tk20 has been purchased, post right after session
August 29-September 9	Project 3 Current Trends & Issues Presentation (partner project). Purchase Tk20 by August 29	September 9 (Responses due September 14)
September 3- Labor Day- NO CLASSES		
September 10-19	READ all readings in Instructional Partner folder. Project 4 Collaboration Article Reflections. *** POST Tk20 two required self-assessment tasks	September 19 (Responses due September 24) Credit cannot be given until Tk20 work is completed
September 14	Responses to Project 3	September 14
September 19-28	READ all readings/watch all videos in Teacher folder. READ all readings in Information Specialist folder.	September 19: Collaboration Article Review Reflections Due September 28: (Responses due October 11)
September 24	Responses to Projects 4	September 24
September 29-October 6	Project 5 Information Ethics & Access Assignment	October 6 (Responses due October 11)
Fall Break 2018 October 4-5		
October 11	Responses to Project 5	October 11
October 7-17	READ all readings in Program Administrator folder. Project 6A – Mission Statement	October 17
October 18-26	Work ahead on Projects 6B, 6C, 6D	

October 27- November 6	Project 6B – Budget assignment	November 6
November 7-16	Project 6C – Facilities assignment	November 16
November 19- 23	Thanksgiving Holiday	
November 25- December 1	Project 6D – Policies & Procedures assignment	December 1
December 2- December 7	Project 7 – Evaluation of School Library Annual Report FINAL Course Evaluation, if not completed yet!	December 7

Summary of DUE DATES for MEDT 6461

- August 22:** READ all articles in the Overview Readings.
READ Volunteer Experience Handbook at SLM wiki.
Purchase Tk20.
Introduce yourself at the Introduction Discussion Board.
Sign up for Current Trends Presentation.
Sign up for Information Ethics Flyer Assignment.
- August 27:** REQUIRED ONLINE SESSION: 6:00 p.m. at Collaborate Ultra link in CourseDen at the Welcome module.
***Complete Tk20 self-assessments right after session!!!
- August 29:** READ all readings in Leader Module folder.
Project 1 Website assignment.
Project 2 Professional Involvement assignment.
Last Day to Purchase TK20
- September 9:** Project 3 Current Trends & Issues Presentation (partner project).
- September 14:** Responses to Project 3
- September 19:** READ all readings in Instructional Partner folder.
Project 4 Collaboration Article Reflections.
***POST Tk20 two required self-assessment tasks
- September 24:** Responses to Project 4
- September 28:** READ all readings/watch all videos in Teacher folder.
READ all readings in Information Specialist folder.
- October 6:** Project 5 Information Ethics & Access Assignment

- October 11:** Responses to Project 5
- October 17:** READ all readings in Program Administrator folder.
Project 6A – Mission Statement
- November 6:** Project 6B – Budget Assignment
- November 16:** Project 6C – Facilities Assignment
- December 1:** Project 6D – Policies & Procedures Assignment
- December 7:** Project 7 – Evaluation of School Library Annual Report
FINAL Course Evaluation, if not completed yet!

MEDT - 7455 - Selection and Materials

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* MEDT **Course Number*** 7455

Course Title* Selection and Materials

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Media and Instructional Technology

**College - School/
Department*** Department of Educational Technology and Foundations

Catalog Course Description* This course provides an overview of current materials, including all genres of print and non-print, all formats of fiction and non-fiction materials. This is an introduction to the criteria of evaluation and the tools and techniques used in selecting all types of materials and equipment for school library media centers.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency 3

Grading* Graduate Standard Letter

Student Learning Outcomes Students will:

1. Evaluate recognized selection aids (ALA, 2014, July 1; Bishop, 2007; Lukenbill, 2002); (Standards: AASL 2.1, 4.1, 4.2; GaPSC 2iii; 5i)
2. Demonstrate the ability to build a school library collection (Bishop, 2007; Lukenbill, 2002); (Standards: AASL 4.1, 4.2, 4.3; GaPSC 2iii; 5i).
3. Design an effective selection policy (ALA, 2014, July 1; Bishop, 2007); (Standards: AASL 4.1, 4.2; GaPSC 4.i, 4.ii).
4. Formulate strategies for dealing with censorship (Butler, 2016; Salem, 2005; Simmons and Dresang, 2001; Strittmatter & Bratton, 2014) (Standards: AASL 2.1, 2.3, 3.2, 4.1, 5.4; GaPSC 3ii; 5i).
5. Provide a rationale for a selection of print, non-print materials and equipment (AASL, 2018; Handman, 2002; Bishop, 2007) (Standards: AASL 4.1, 4.2, GaPSC 1i; 2ii; 3ii).
6. Identify and analyze stereotypes in all material formats (ALA, 2006, July 26;

Huck, Hepler & Hickman, 2004; Hughes-Hassell & Stivers, 2015; Lafferty, 2014;); (Standards: AASL 1.2, 4.1, 4.2, 4.3; GaPSC 3ii).

7. Identify and analyze curriculum standards and content (AASL, 2018; ALA, 2014, July 1; Easley, 2017; Harada & Yoshina, 2010; McKenzie, 2009) (Standards: AASL 1.1, 2.1, 2.2, 3.1, 4.2, 4.3; GaPSC 1iii; 5i)

8. Identify and analyze instructional materials (Easley, 2017; Everhart & Mardis, 2014; Herrington & Parker, 2013; Huck, Hepler, Hickman, 2004; Maniotes, 2016; Norton, 2000; Robinson, 2017; Thomas, Drow, & Franklin, 2011) (Standards: AASL 2.1, 2.2, 3.1, 3.3, 5.2; GaPSC 1iv; 5iv).

Rationale* Currently we offer this course as MEDT 6465. By updating the course to a 7000 level we are able to have more flexibility offering it in the Master's and EDS. We will be proposing a modification of our program to add this course to our new EDS with School Library Media certification.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 0

Fee Justification

Additional Stipulations

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100 students a year

Attach syllabus* Syllabus has been attached - This is required



MEDT 7455 E01 Selection and Materials

Class Information

Class Meeting/Time/Location: CourseDen

Support for Courses – hyperlinks are below, full URL addresses are at the end of the document.

CourseDen D2L Home Page

D2L UWG Online Help (M-F: 8 AM – 5 PM) 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

University Bookstore

Student Services

Center for Academic Success 678-839-6280

Distance Learning Library Services

Ingram Library Services

College of Education Vision and Mission Statements

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 change lives and contribute to the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings. With three dynamic areas of focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, 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 AASL and ISTE are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

COURSE DESCRIPTION

This course provides an overview of current materials, including all genres of print and non-print, all formats of fiction and non-fiction materials. This is an introduction to the criteria of evaluation and the tools and techniques used in selecting all types of materials and equipment for school library media centers.

TEXT, READINGS AND INSTRUCTIONAL RESOURCES

Required Resources:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Mardis, M. A. (2016). *The Collection Program in Schools: Concepts and Practices* (6th Edition). Santa Barbara: Libraries Unlimited.

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.

Required Tutorials for CourseDen: <http://uwgonline.westga.edu/students.php>

Required Equipment: USB Headset/Mic and Webcam OR built-in camera and mic

APPROACHES TO INSTRUCTION

Instruction in this course will take place through online tools such as discussion boards, chat rooms, posting materials within CourseDen, and on the UWG server.

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

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

- Online Participation requires approximately 300 instructional equivalent minutes and 600 supporting activity minutes

- Selection Tools Evaluation requires approximately 400 minutes and 800 supporting activity minutes
- Media Log requires approximately 400 minutes and 800 supporting activity minutes
- Media Review requires approximately 250 minutes and 500 supporting activity minutes
- Collection Map requires approximately 250 minutes and 500 supporting activity minutes
- Materials Order requires approximately 200 minutes and 400 supporting activity minutes
- Book Talk requires approximately 150 minutes and 300 supporting activity minutes
- Reading, Quizzes, etc. requires approximately 300 minutes and 600 supporting activity minutes

Additionally, it is anticipated, students will need to work independently for twice the number minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

Course Learning Outcomes

Students will:

1. Evaluate recognized selection aids (ALA, 2014, July 1; Bishop, 2007; Lukenbill, 2002); (Standards: AASL 2.1, 4.1, 4.2; GaPSC 2iii; 5i)
2. Demonstrate the ability to build a school library collection (Bishop, 2007; Lukenbill, 2002); (Standards: AASL 4.1, 4.2, 4.3; GaPSC 2iii; 5i).
3. Design an effective selection policy (ALA, 2014, July 1; Bishop, 2007); (Standards: AASL 4.1, 4.2; GaPSC 4.i, 4.ii).
4. Formulate strategies for dealing with censorship (Butler, 2016; Salem, 2005; Simmons and Dresang, 2001; Strittmatter & Bratton, 2014) (Standards: AASL 2.1, 2.3, 3.2, 4.1, 5.4; GaPSC 3ii; 5i).
5. Provide a rationale for a selection of print, non-print materials and equipment (AASL, 2018; Handman, 2002; Bishop, 2007) (Standards: AASL 4.1, 4.2, GaPSC 1i; 2ii; 3ii).
6. Identify and analyze stereotypes in all material formats (ALA, 2006, July 26; Huck, Hepler & Hickman, 2004; Hughes-Hassell & Stivers, 2015; Lafferty, 2014;); (Standards: AASL 1.2, 4.1, 4.2, 4.3; GaPSC 3ii).
7. Identify and analyze curriculum standards and content (AASL, 2018; ALA, 2014, July 1; Easley, 2017; Harada & Yoshina, 2010; McKenzie, 2009) (Standards: AASL 1.1, 2.1, 2.2, 3.1, 4.2, 4.3; GaPSC 1iii; 5i)

8. Identify and analyze instructional materials (Easley, 2017; Everhart & Mardis, 2014; Herrington & Parker, 2013; Huck, Hepler, Hickman, 2004; Maniotes, 2016; Norton, 2000; Robinson, 2017; Thomas, Drow, & Franklin, 2011) (Standards: AASL 2.1, 2.2, 3.1, 3.3, 5.2; GaPSC 1iv; 5iv).

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Activities and Assessments:

1. Participation in online class activities

- Students will complete the assigned online activities.
- Students are expected to participate in online sessions, including video conferences and discussions.
- Students experiencing technical problems with CourseDen should contact the Distance Office for assistance immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance.
- Throughout the course students will have opportunities to read, reflect on, and respond to comments and ideas posted by other students. Participation in the discussion will greatly enhance student learning.
- Students need to go through the tutorials that are available by clicking on the “Student” tab at the top of the CourseDen page. Do not wait to ask for help with CourseDen. Seek assistance immediately (see contact info on page 1).
- Since this is an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments may be accepted late but there will be a loss of points due to the lateness of submission. **All assignments must be submitted by the end of the course in order to be considered.**
- Extra credit is not available for assignments in this course.
- All student work submitted during the course is required to be original.
- All students are to adhere to the university's honor code, and work by themselves on each assignment unless otherwise stated on specific assignment sheets. Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor.
- All assignments must follow APA format unless otherwise specified.
- Always double check documents attached or posted. Make sure the file extension is correct. You cannot attach or post a document while it is open on your computer. The person on the other end will not be able to open it. **For example, if your file extension is .lnk the file cannot be opened.** Word document files will have .doc or .docx as the file extension. PowerPoint files will have .ppt or .pptx as the file extension.

(Objectives 1, 2, 3, 4, 5, 6; decisive, leading, inquisitive, knowledgeable, reflective; instructor observation; checklist)

All student work submitted during the course is required to be original. All projects must be completed to be graded. Always check spelling and grammar before submitting your work.

Selection Tools Evaluation

Students will examine a variety of selection tools and complete the form provided. Students will enter their information onto the form for submission. Post information by the due date and late submissions will incur a deduction in points for this assignment. (Objective 1; decisive, leading, knowledgeable; instructor observation, checklist)

Collection Analysis - Weeding the collection using the CREW/MUSTIE method

See pp. 143-145 in *Collection Program in Schools* for overview.

See the following URL for a complete guide to CREW/MUSTIE.

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/ld/pubs/crew/crewmethod12.pdf>

This assignment requires a trip to a library. Choose a non-fiction section of a library collection to examine. Beginning at the start of a Dewey range, to get a random set, make a list of 10 books by selecting each 10th item as you go through the section. For each of the 10 items, do an APA citation to identify it. Then apply the CREW/MUSTIE guidelines to see if the item is a candidate to be weeded. Note that in the CREW Guidelines by Dewey Class, you will see guidelines specific to each Dewey range. Write a brief explanation for why you think each item should be weeded at this point or remain in the collection.

NOTE: We aren't trying to evaluate the media specialist's performance in terms of weeding the collection. The name of the specific library may be withheld, but it is important to note the type of library (elementary, middle or high school, public, academic), and some context. Ask the media specialist or librarian about age of the library, and as much information as he/she is comfortable sharing with you about funding levels for print materials, particularly in the past 5-7 years. (Instructions on collection mapping and electronic analysis will be posted to CourseDen.) (Objectives 1, 2, 6, 7; decisive, knowledgeable; checklist)

Prepare instructional materials orders

Develop an order for instructional materials, using Follett, Mackin, or both. The order will be in the amount of \$2500 for instructional materials useful in updating the Dewey range identified in the Collection Analysis/Map, instructional materials to address identified needs from the School Improvement Plan, new curriculum focus, and/or needs in the school community.

- Prepare a one-page justification for the order explaining why the selected items address instructional and/or enrichment needs. Reference the Georgia Common Core Performance Standards in your justification. Select resources dated 2009 and later.
- Quizzes for Accelerated Reader, Reading Counts, or other reading management programs may equal no more than **5%** of the total order.
- Reference works may equal no more than **10%** of the total order.

- Order no more than one copy of any specific title.
- Include some ebook titles.
- Orders may include print materials, DVDs, kits, and professional resources.

Remember you are creating an imaginary order -- do NOT actually submit orders (you don't want your school to be invoiced).

In the justification describe why you selected the particular materials and how they support the curriculum.

(Course Objectives 1, 2, 6, 7; decisive, knowledgeable; checklist)

Media Log

Students will review multiple pieces of media. All should be new to you and as recent as possible (2010 copyright or later preferred). Remember that all of the selection tools can be great resources as you explore new materials. Pay particular attention to award books. Some assignments require utilization of specific award lists.

(Objectives 1, 2, 3, 4, 5, 6; decisive, culturally sensitive, empathetic, knowledgeable; checklist)

Media Reviews

Double Review—Select a title and write two detailed annotations for it. One should be addressed to fellow library media specialists and one to age-appropriate readers. The annotations should be detailed enough to entice readers to want to explore the material.

OR

Comparative Review—Select another title and locate at least two published reviews for it. Write a paragraph comparing those two published reviews. Turn in the complete package—the two published reviews and your comparison.

(Objectives 1, 2, 3, 4, 5, 6; decisive, reflective; checklist)

Online Text

Discussions based on selected readings. These discussions should reference information covered in the texts.

(Objectives 1, 2, 3, 4, 5, 6; inquisitive, knowledgeable; checklist)

Book Talk Presentation

Students will present a book talk presentation (5-6 minutes timed) that includes at least three (3) related books from a typical library media center. Plan to start this project near the beginning of the semester. The purpose of the book talk is to spark the interest of student; it should be recorded before a live audience. Use some attention-getting strategies to make the book talks more interesting. The book talks will be timed and points will be deducted for presentations exceeding or falling short of the time limit.

(Objectives 2, 3; Rubric)

Volunteer Experience Activities

Students will identify and use recognized selection aids for school library media centers. Evaluate basic collections and make recommendations for improvement. Examine

ensorship issues and stereotyping in literature. Focus on collection analysis and development of print and non-print materials. Students will submit the Field Experience Log and Reflection information. Some students will submit this information in Tk20. (Objectives 1, 2, 3, 4, 5, 6; inquisitive, knowledgeable, reflective; checklist)

Tk20 Requirements

All College of Education students who began course work in their program Summer 2011 or later, must subscribe to Tk20. Students who began course work prior to Summer 2011 should NOT subscribe to Tk20. Key Assessments and other projects will be posted in Tk20. All students should contact their advisor regarding the Tk20 requirements for their program.

(Objectives 1, 2, 3, 4; rubric)

Evaluation Procedures

Students will be assessed according to the course objectives with the following points:

- Introduction on Discussion Board: 20 points
- Readings/Discussion Posting for your group: 40 points
- Responses (2) to Group Postings: 30 points each
- Selection Tools Evaluation: 120 points, Submission and assessment, due
- Media Log (Non-fiction and fiction reviews): 120 points, Submission and assessment, due
- Collection Map: 35 points, Submission and assessment, due
- Materials Order: 35 points, Submission and assessment, due
- Book Talk: 30 points, Submission and assessment, due
- Total possible points for course: 1000

Grades for Introduction, Readings/Discussion Posting and the two Responses to Readings/Discussion include submitting assignments by specified due dates, completing assignments without spelling and grammatical errors, meeting the specified minimum word requirement.

Grading Policy:

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

COE WRITING EXPECTATION AND RUBRIC

IMPORTANT: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

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 APA formatting.

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 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.

File Naming Protocol

You will want to use a consistent file naming protocol in order to keep track of your work and to make it easy for your instructors to identify your work. Trust me, this is designed to make things easier on you when it comes to compiling all of your required assessment and portfolio materials to graduate from the program. This is important: The file name should contain NO SPACES and NO CAPITAL LETTERS. You also want to keep the file names as short as possible! Remember to keep file names as short as possible and keep your files organized so it will be easy for you to find projects when it is time to build your portfolio. Those of you using Tk20 will be able to store projects in that space. Thank you very much for your cooperation!

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in class activities in the online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Attending required live online sessions and arriving on time – loss of points will occur
- Treating class members and colleagues with respect
- Limiting disruptions in the online class environment
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing assignment deadlines, please contact the instructor in advance. Missing deadlines can seriously impact the student's ability to complete the course satisfactorily.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at: [UWG Information Technology Services](#) .

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. 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.

University Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at [House Bill 280](#). Answers to specific questions can be found under the “Additional Information” tab.

Student e-mail Policy

All formal e-mail communication between instructor and students (outside of CourseDen) will be through campus e-mail (your my.westga.edu e-mail account through gmail). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

Extra Credit/Duplicative Course Work

Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted **if** prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

Attendance

Participation in all online components of the course is required and will be factored into the course grade.

Academic Honesty

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

Americans with Disabilities Act**Disciplinary procedures described in the latest State University of West Georgia**

The Connection, Undergraduate Catalog, and Graduate Catalog, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

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 through 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 [UWG Cares](#). 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

A listing of all services available to students at UWG can be found at [Student Services](#) .

Communication Rules and Expectations**Communication Rules**

My preferred method of communication is through my UWG email address. (abranayon@westga.edu). I can check this from every one of my devices and at any time.

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

Students can expect responses to e-mails and discussion board postings within 48 hours. Grading of major assignments/projects will be completed within 72 hours.

Remember that CourseDen will be down occasionally for maintenance. You can click on the Maintenance tab at the top of the CourseDen page to find the schedule.

Do not wait until the last minute to post work.

Late submissions will be subject to a loss of points.

You can always post work early!!

Optional online and face-to-face sessions are available if requested.

Ask for help if you need it!

If you want to meet with Dr. Branyon in the Optional Chat here in CourseDen simply send an e-mail to Dr. Branyon at her UWG email address 24 hours prior to day/time you would like to meet.

Tentative Schedule—Always check Announcements on the Course homepage for updates.

Due dates are Tuesdays, 11:59 p.m., unless otherwise stated. Video conferences are via Collaborate Ultra on Tuesdays, unless otherwise stated.

January 6-12

- Drop dates: January 6-10
- Add dates: January 6-11
- January 12 Make sure tuition and fees are paid to avoid being dropped from courses
- Purchase required textbooks
- Acquire webcam and headset for upcoming video conferences
- Review Syllabus
- Post an introduction to yourself on Discussion Board due January 14, 2018
- Discussion Teams have been posted

January 16

Activities

- Begin looking for and deciding the book you want to use for your Book Talk
- If new to CourseDen, use tutorials
- Familiarize yourself with assignments

- Look to see who else is on your discussion team.
- Look over the introductions of those specifically on your discussion team.

Assignments

- First Readings/Discussion from Group One is due Tuesday January 23, 2018
- Second Readings/Discussion from Group 2 is due Tuesday, February 6, 2018
- Third Readings/Discussion from Group 3 is due February 27, 2018

January 23

Activities

- Readings/Discussion #1 from Group 1 (eBooks) must be posted

Assignments

- Response to Discussion #1 from Groups 2 & 3 due Tuesday, January 30, 2018
- Selection Tool #1 *School Library Journal* due Tuesday, January 30, 2018

January 30

Activities

- Response to Discussion #1 from Groups 2 & 3 due today
- Selection Tool #1 due today
- Video Conferencing Available upon Request

Assignments

- Readings/Discussion from Group #2 (Selecting and Developing a Collection) due Tuesday February 6, 2018

February 6

Activities

- Readings/Discussion from Group #2 must be posted
- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended) I will be discussing and taking questions on the Book Talk and the Collection Development/Weeding Assignments and any other questions you feel necessary.

Assignments

- Responses to Discussion #2 from Groups 1 & 3 due Tuesday, February 13, 2018
- Review #1 of Media Log (non-fiction book of your choice which is appropriate for students within 4-12 grade range) is due Tuesday February 13, 2018

February 13

Activities

- Responses to Discussion #2 from Groups 1 & 3 are due
- Review #1 of Media Log due
- Video conferencing Available upon Request

Assignments

- Double Media **OR** Comparative Review (your choice) due Tuesday February 20, 2018

February 20

Activities

- Double Media Review **OR** Comparative Review due today
- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended)

Assignments

- Readings/Discussions #3 (Weeding) from Group #3 are due Tuesday February 27, 2018
- Selection Tool #2 *Booklist* due Tuesday February 27, 2018

February 27

Activities

- Readings/Discussions #3 from Group 3 must be posted
- Selection Tool #2 is due
- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended)

Assignments

- Responses for Discussion #3 by Groups 1 & 2 are due by Tuesday March 6, 2018
- Book Talk due Tuesday March 6 or Tuesday March 13, 2018

March 6

Activities

- Responses to Discussion #3 from Groups 1 & 2 are due
- Book Talk (Optional: May turn in on March 13, 2018)
- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended)

Assignments

- Book Talk must be turned in by Tuesday March 13, 2018
- Review #2 of Media Log (fiction book of your choice which is appropriate for students within K-5 grade range) due March 13, 2018

March 13

Activities

- Final Day for Book Talk to be submitted
- Review #2 of Media Log

Assignments

- Collection Analysis/Weeding the Collection Due Tuesday, March 27, 2018

March 19-23 – Spring Break

Assignments

- Collection Analysis/Weeding the Collection Due Tuesday, March 27, 2018
- Selection Tool #3 *The Horn Book* **OR** *VOYA* **OR** *Teacher Librarian* due April 3, 2018

March 27

Activities

- Collection Analysis/Weeding the Collection due today

- Video conferencing Available upon request

Assignments

- Review #3 of Media Log (YA Fiction) due Tuesday, April 3, 2018
- Selection Tool #3 *The Horn Book* **OR** *VOYA* **OR** *Teacher Librarian* due April 3, 2018

April 3

Activities

- Review #3 of the Media Log due today
- Selection Tool #3 Due today

Assignments

- Review #4 of the Media Log (Graphic Novel) due Tuesday, April 4, 2018
- Instructional Materials Order may be turned in on Tuesday April 10 or April 17, 2018

April 10

Activities

- Review #4 of the Media Log due today
- Final scheduled Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended)

Assignments

- Instructional Materials Order final due date is April 17, 2018

April 17

Activities

- Instructional Materials Order Due

April 24

Activities

- Please complete the Course Evaluations

April 30

Activities

- Last day course assignments and projects can be submitted

May 10

Activities:

- Graduation

Remember that late assignments will be accepted, but there will be a loss of points for late assignments. No assignments will be accepted after Tuesday, April 30, 2018, at 11:59 pm.

If you get behind, please contact Dr. Branyon ASAP.

Summary of Assignment Due Dates

- January 14 -- Introduction Discussion Board
- January 23 – Readings/Discussion #1 posted
- January 30 – Response to Discussion #1 by Groups 2 & 3
- January 30 – Selection Tool #1
- February 6 – Readings/Discussion #2 posted
- February 6 – First Video Conferencing from 6:15 -7:30 (optional; highly recommended)
I will open the room at 6:00 and I am willing to remain until 8:00.
- February 13 – Review #1 of Media Log
- February 13 – Responses to Discussion #2 by Groups 1 & 3
- February 20 – Double Media Review **OR** Comparative Review
February 20 – Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- February 27 – Readings/Discussion #3 posted
- February 27 – Selection Tool #2
February 27 -- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- March 6 – Responses to Readings/Discussion #3 by groups 1 & 3
- March 6 – Book Talk (Optional Due Date)
March 6 -- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- March 13 – Final day for Book Talk to be submitted
- March 13 – Review #2 of Media Log
- March 27 – Collection Analysis/Weeding the Collection
- April 3 – Review #3 of Media Log
- April 3 – Selection Tool #3
- April 10 – Review #4 of Media Log
April 10 -- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- April 17 – Instructional Materials Order
- April 24 – Course Evaluations
- April 30 – Last day course assignments and projects can be submitted

References:

- American Association of School Librarians and Association for Educational Communications and Technology. (1998). *Information power: Building partnerships for learning*. Chicago, IL: American Library Association.
- Barr, C., & Gillespie, J. T. (2005). *Best books for children*. Westport, CT: Libraries Unlimited.
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- Bishop, K. (2013). *The collection program in schools: Concepts, practices, and information sources* (5th ed.). Westport, CT: Libraries Unlimited.
- Doll, C. A., & Barron, P. P. (2002). *Managing and analyzing your collection: A practical guide for small libraries and school media centers*. Chicago, IL: American Library Association.

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- Salem, L. C. (2005). *Children's literature studies*. Westport, CT: Libraries Unlimited.
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- Van Orden, P. (2001). *Selecting books for the elementary school library media center: A complete guide*. (3rd ed.). New York, NY: Neal-Schuman.
- West, M. (1997). *Trust your children: Voices against censorship in children's literature*. (2nd ed.). New York, NY: Neal Schuman.
- Woolfs, B., & Loertscher, D. V. (2014). *Whole school library handbook* (2nd edition). Chicago: American Library Association.

Standard selection tools in the collections of the Ingram Library, Teaching Materials Center, and other libraries accessible to class participants will be used.

Listservs

LM_NET – http://www.eduref.org/lm_net/ - School media/ instructional materials

MEDIA-L – <http://www.dymaxion.ca/medianet/MAILLIST.HTM> - Includes several lists

AASL-L – <http://libr.unl.edu:2000/archives//aasl-1.html> - K-12 focus

Georgiamedia - <http://lists.georgiamedia.net/lists/info/members>

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/>

Addendum IV

EXISTING USG POLICY

Academic Requirements: International Students must demonstrate the required level of academic preparation as evidenced by a certificate, diploma, or other document deemed generally equivalent to U.S. college preparatory studies. Academic documents must be translated to English by a reputable credential evaluator (internal or external to the institution). Please contact the individual institutional admissions offices for detained information about the academic evaluation process.

DRAFT/MARK-UP VERSION

International Beginning Freshman

1. All applicants, regardless of immigration status, whose native language is not English, must meet English language proficiency requirements. This requirement can be fulfilled by submitting results from one of the approved English Language Proficiency options listed below.
2. Students who identify as native English speakers are exempt from having to provide an English Language Proficiency document. Native speaking students will need to submit official scores from either the SAT or ACT academic examination. Minimum SAT/ACT score requirements for freshman or transfer freshman admission are:
SAT Critical Reading-430 and SAT Math-410; ACT English-17, and ACT Math-17.
It is the policy of the Office of Admissions to take a student's best Critical Reading/English and best math score should the student take the SAT or ACT more than once; however, SAT scores and ACT scores cannot be "mixed" in determining admission eligibility.
3. ~~All applicants, regardless of immigration status, are required to obtain a foreign academic credential evaluation of education (secondary and/or university) that is not awarded by a recognized institution holding United States accreditation. The evaluation service utilized must belong to the National Association of Credential Evaluation Services (NACES), such as the World Education Service (WES), or Josef Silny and Associates.~~
The University System of Georgia requires completion of a College Preparatory Curriculum from an accredited institution for Freshman admission. A student applying while in high school should have a transcript of work through the junior year sent to the Admissions Office at the time of application. Students completing secondary school must provide official copies of their transcripts to the University of West Georgia for evaluation. If this official copy is not in the English language, it must be accompanied by a certified translation to English. The University of West Georgia reserves the right to request for a formal Academic Credential Evaluation of transcripts/documents submitted to the University as part of a student's application. If requested, the student must provide an evaluation of secondary school credentials from a service belonging to the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE).
4. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit a copy of their passport and any previously issued United States visas as part of the application process.
5. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at UWG. These documents are not required to receive a decision on an application, but are required prior to the release of any documents needed for the visa application process.

EXISTING USG POLICY

Academic Requirements: International Students must demonstrate the required level of academic preparation as evidenced by a certificate, diploma, or other document deemed generally equivalent to U.S. college preparatory studies. Academic documents must be translated to English by a reputable credential evaluator (internal or external to the institution). Please contact the individual institutional admissions offices for detained information about the academic evaluation process.

PROPOSED REVISED VERSION

International Beginning Freshman

1. All applicants, regardless of immigration status, whose native language is not English, must meet English language proficiency requirements. This requirement can be fulfilled by submitting results from one of the approved English Language Proficiency options listed below.
2. Students who identify as native English speakers are exempt from having to provide an English Language Proficiency document. Native speaking students will need to submit official scores from either the SAT or ACT academic examination. Minimum SAT/ACT score requirements for freshman or transfer freshman admission are: SAT Critical Reading-430 and SAT Math-410; ACT English-17, and ACT Math-17. It is the policy of the Office of Admissions to take a student's best Critical Reading/English and best math score should the student take the SAT or ACT more than once; however, SAT scores and ACT scores cannot be "mixed" in determining admission eligibility.
3. The University System of Georgia requires completion of a College Preparatory Curriculum from an accredited institution for Freshman admission. A student applying while in high school should have a transcript of work through the junior year sent to the Admissions Office at the time of application. Students completing secondary school must provide official copies of their transcripts to the University of West Georgia for evaluation. If this official copy is not in the English language, it must be accompanied by a certified translation to English. The University of West Georgia reserves the right to request for a formal Academic Credential Evaluation of transcripts/documents submitted to the University as part of a student's application. If requested, the student must provide an evaluation of secondary school credentials from a service belonging to the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE).
4. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit a copy of their passport and any previously issued United States visas as part of the application process.
5. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at UWG. These documents are not required to receive a decision on an application, but are required prior to the release of any documents needed for the visa application process.

Addendum V

103.0201 ~~Formation and Operation of~~ Faculty Promotion and Tenure Evaluation Committees

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. [103.0202](#)

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of a Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the

Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook ~~including an independent evaluation by the candidate's immediate supervisor.~~

5. ~~Appeals~~ Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for

promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.

6. The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. **103.0202**.

7. ~~Appeals~~ Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. **103.0202**.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202

~~103.0202~~ **D Evaluation by the Dean** ~~Dean's Evaluation~~

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

~~103.0203~~ ~~The Provost and Vice President for Academic Affairs' Evaluation~~ ~~evaluation~~ **E Evaluation by the Provost and Vice President for Academic Affairs**

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost

and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

~~103.0204~~ F Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~. 103.0202.

103.0201 Faculty Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of a Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook.

5. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences.

Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.

6. The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a

copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

7. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202

D. Evaluation by the Dean

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

E. Evaluation by the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

F. Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.