

Memorandum

To: General Faculty

Date: December 6, 2016

Regarding: Faculty Senate agenda for December 9, 2016 in TLC 1-203 at 3 p.m.

The agenda for the December 9, 2016 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Minutes
 - A) Approval of minutes from November 14, 2016 (see [Addendum I](#))
4. Committee Reports

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

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

- A) College of Arts and Humanities
 - 1) History Department
 - a) [HIST 4101: Professionalism in Public Practice](#)
Request: Add
- B) College of Education
 - 1) Educational Technology and Foundations Department
 - a) [MEDT 3401: Integrating Technology into the Curriculum](#)
Request: Modify
- C) College of Science and Mathematics
 - 1) Geosciences Department
 - a) [Bachelor of Science with a Major in Geology](#)
Request: Modify
 - b) [Bachelor of Science with a Major in Geography](#)
Request: Modify
 - c) [Geography 4985: Special Topics in Geography](#)
Request: Add
 - 2) Biology Department
 - a) [BIOL 2030: Medical Microbiology](#)
Request: Modify

- 3) Chemistry Department
 - a) [CHEM 2455: Principles of Organic Chemistry](#)
Request: Add
 - b) [CHEM 2455L: Principles of Organic Chemistry Lab](#)
Request: Add
 - c) [CHEM 3523: Structure, Bonding, and Reactivity](#)
Request: Add

D) College of Social Sciences

- 1) Anthropology Department
 - a) [Bachelor of Science with a Major in Anthropology](#)
Request: Modify

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

Action Items (see [Addendum III](#)):

- A) College of Science and Mathematics
 - 1) Mathematics
 - a) [Math 5653 Problem Solving 1: Counting and Combinatorics](#)
Request: Add
 - b) [Math 6663 Problem Solving 2: Geometry and Graphs](#)
Request: Add
 - c) [Master of Science with a Major in Mathematics](#)
Request: Modify

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

Information Item:

- A) LEAP/LEAP West, Dr. David Newton

Committee XII: Budget Committee (Brad Yates, Chair)

Information Item:

- A) Update on post-tenure review incentive program for full professors.

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (Addenda IV-IX, linked below):

- A) UWG Procedure 2.7.1, Faculty Workload
 - 1) UWG Academic Affair Policies

- a) UWG Procedure 2.7.1, Faculty Workload (see [Addendum IV](#))
Request: Approve
- B) UWG Faculty Handbook, Section 127
 - 1) UWG Faculty Handbook
 - a) Section 127, Faculty Workload (see [Addendum V](#))
Request: Modify
 - 1) UWG Procedure 2.9.2, Convocation and Commencement Services UWG Academic
Affair Policies
 - a) UWG Procedure 2.9.2, Convocation and Commencement Services
(see [Addendum VI](#))
Request: Approve
- C) UWG Faculty Handbook, Modification of Section 306
 - 1) UWG Faculty Handbook
 - a) Section 306, Convocation and Commencement Services (see [Addendum VII](#))
Request: Modify
- D) UWG Policy 2.5, Leave and Compensation for Faculty
 - 1) UWG Academic Affair Policies
 - a) UWG Policy 2.5, Leave and Compensation for Faculty (See [Addendum VIII](#))
Request: Approve
- E) UWG Policy 2.6, Discipline and Grievance Procedures
 - 1) UWG Academic Affair Policies
 - a) UWG Policy 2.6, Discipline and Grievance Procedures (See [Addendum IX](#))
Request: Approve
- 5. Old Business
- 6. New Business
- 7. Announcements
 - 1) The General Faculty passed the Senate restructuring document in an electronic vote.
 - 2) USG Policy on Political Activity (see [Addendum X](#))
- 8. Adjournment

Addendum I: Minutes

University of West Georgia
Faculty Senate Meeting Minutes
November 11, 2016
Draft

1. Call to order

Dr. Schroer called the meeting to order at 3:00 p.m.

2. Roll call

Present:

Blair, Bohannon, Boldt, Butler, Connell, Elman, Fujita, Gerhardt, Henderson, Hoang, Johnson, Lee, Lopez, Mbaye, McCord, McCullers, McKendry-Smith, Mindrila, Neely (Breckling substituting), Ogletree, Penceo, Remshagen, Roberts, Robinson, Schoon, Schroer, Seay, Self, Smallwood, Stanfield, Sterling, Stuart, Tefend, Trotman-Scott, Varga, Webb, Welch, Williams, Willox (Haynes substituting), Yates, and Zamostny

Not Present:

DeFoor, Hipchen, Farran, Mahmoud, McGuire, Miller, Rutledge, Velez-Castrillon, and Zot

3. Minutes

A) Approval of minutes from October 14, 2016 (see **Addendum I**)

Item approved unanimously by voice vote

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

Action Items (See Addenda II):

A) College of Arts and Humanities

1) Department of History

- a) [Certification in Public History](#) *NB: Item title was changed to “Certificate” in Public History*

Request: Add

Item approved unanimously by voice vote

B) College of Education

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

- a) [UWG Certificate in Power up for 30](#)

Request: Add

Item approved unanimously by voice vote

- b) [Minor in Sport Management](#)

Request: Add

Item approved unanimously by voice vote

- c) [CMWL 3101: Mental and Emotional Wellness](#)

Request: Add

Item approved unanimously by voice vote

- d) [CMWL 4000: Exercise and Wellness Programming for Special Populations](#)

Request: Add

Item approved unanimously by voice vote

- e) [CMWL 4101: Worksite Wellness Programs](#)

Request: Add

Item approved unanimously by voice vote

C) College of Social Sciences

1) Department of Mass Communications

- a) [Bachelor of Science with a Major in Mass Communications \(Public Relations track\)](#)

Request: Modify

Item approved unanimously by voice vote

- b) [Bachelor of Science with a Major in Mass Communications \(Convergence Journalism track\)](#)

Request: Modify

Item approved unanimously by voice vote

- c) [Bachelor of Science with a Major in Mass Communications \(Film and Video Production track\)](#)

Request: Modify Courses

Item approved unanimously by voice vote

- d) [Bachelor of Science with a Major in Mass Communications \(Digital Media track\)](#)

Request: Modify

Item approved unanimously by voice vote

- e) [Bachelor of Science with a major in Mass Communications \(Film and Video Production track\)](#)

Request: Modify Language for Major Electives

Item approved unanimously by voice vote

- f) [COMM 4425: Documentary Production Practices](#)

Request: Add

Item approved unanimously by voice vote

- g) [COMM 4426: Fiction Film Production](#)

Request: Add

Item approved unanimously by voice vote

- 2) Department of Criminology

- a) [Bachelor of Science with a major in Criminology](#)

Request: Modify

Item approved unanimously by voice vote

- D) Honors College

- 1) Center for Interdisciplinary Studies

- a) [Minor in Asian Studies](#)

Request: Add

Item was withdrawn prior to the meeting and will be submitted at our subsequent Faculty Senate meeting

- E) Ingram Library

- a) [LIBR 1101](#)

Request: Delete

Item approved unanimously by voice vote

Information Item:

- A) College of Social Sciences

- 1) Dean's Office

- a) [XIDS 2002: What Do You Really Know About Reflecting on Prior Learning?](#)

Request: Add

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

Action Items (see Addenda III):

- A) College of Education

- 1) Literacy and Special Education

- a) [SPED 7716 Autism: Theories and Characteristics](#)

Request: Add

Item approved unanimously by voice vote.

- 2) Leadership, Research, and School Improvement

- a) [PL Certification Only](#)

Request: Modify

Item approved unanimously by voice vote.

B) College of Education (*NB: Each of these remaining items below is an information item, which was not originally recorded on this document*)

1) Leadership and Instruction

- a) [Specialist in Education with a Major in Secondary Education \(mathematics\)](#)

Request: Terminate

- b) [Specialist in Education with a Major in Secondary Education \(science\)](#)

Request: Terminate

- c) [Specialist in Education with a Major in Secondary Education \(social studies\)](#)

Request: Terminate

- d) [Specialist in Education with a Major in Secondary Education \(English\)](#)

Request: Terminate

2) College of Education, Dean's Office

- a) [Specialist in Education with a Major in Physical Education](#)

Request: Terminate

- b) [Specialist in Education with a Major in Reading Instruction](#)

Request: Terminate

- c) [Specialist in Education with a Major in Teaching Field \(mental retardation\)](#)

Request: Terminate

- d) [Master of Education with a Major in Biology Teaching Education](#)

Request: Terminate

- e) [Master of Education with a Major in Teaching Field \(English\)](#)

Request: Terminate

- f) [Master of Education with a Major in Teaching Field \(mathematics\)](#)

Request: Terminate

- g) [Master of Education with a Major in Teaching Field \(science\)](#)

Request: Terminate

- h) [Master of Education with a Major in Teaching Field \(social studies\)](#)

Request: Terminate

- i) [Master of Business Education \(M.Ed.\)](#)

Request: Deactivate

3) [Literacy and Special Education](#)

- a) Master of Arts in Teaching (Special Education)

Request: Modify

None of these information items caused question or concern.

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

Action Item:

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

Item approved unanimously by voice vote

Committee V: Faculty Development Committee (David Boldt, Chair)

Action Item (see Addenda IV):

- A) Revision of Section 107.03 of the Faculty Handbook on Grievance Procedures
Request: Approve

Item approved unanimously by voice vote

The new approved policy is attached as Figure One

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items:

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

Item approved unanimously by voice vote.

The new approved policy is attached as Figure Two

- B) UWG Faculty Handbook, Section 213, Faculty Absences (**See Addenda VI**)
Request: Modify

Item approved unanimously by voice vote.

The new approved policy is attached as Figure Three

5. Old business

6. New business

Information Items:

- A) Academic Affairs Strategic Plan (**See Addendum VII**)
- B) Information Technology Services
 - 1) IT Governance Model

Annemarie Eades and Dale Driver spoke about recent IT self-assessment and resulting work to improve processes to avoid Balkanization of technology/technological platforms within colleges or departments. Moreover, IT seeks to maximize use of technological platforms across campus. To that end, they have developed two new positions. These employees will work with colleges and departments to develop IT needs profiles that could be utilized to address need and increase efficiency.

7. Announcements

Information Item:

Dr. Marrero spoke about FY2018 Funding Requests and transparently shared all items in order of prioritization in Tiers 1-3. He then spoke about Tier 4, Growth. Before UWG can act on any of these allocations, the funding process must be completed via the legislative and BOR appropriations and approvals and then finally granted to UWG. We must also consider in this prioritization the timeframe from request (October) to funding (April) and any mandates the USG may receive prior to fulfillment of those items listed in each tier.

Dr. Yates and Dr. Marrero also introduced a burgeoning plan to provide a monetary award to high-performing full professors via successful post tenure review.

Finally, President Marrero shared statistics vital to current on and off campus community discussions about West Georgia. At the end of this discussion, several Senators shared that they would appreciate Kyle's reaffirmation of our campus's core beliefs and values during this month.

8. Adjournment

Dr. Schroer adjourned the meeting at 4:41 p.m.

107.03 Grievance Procedures

A. Initiating a Grievance. The Grievance Process will begin when a Complainant files a formal complaint with the respondent's immediate supervisor. It will continue, if no satisfactory resolution is reached, with appeals up the administrative chain through the level of Provost. When all administrative appeals are exhausted, parties may request a formal grievance hearing by filing a formal petition with the Chair of the Faculty Development Committee. The parties should understand that a committee appointed to hear the grievance functions solely to study the case and to make recommendations to the President of the University; it is not empowered to make or reverse decisions.

B. Definitions

Complainant: A faculty member who has a complaint or grievance.

Due Process: A meaningful opportunity to be heard at each stage in the process. While it may or may not require trial-like processes, it does include the opportunity to know and counter opposing claims, characterizations and arguments and the expectation that any persons charged with hearing the dispute will be neutral.

Grievance: A formal complaint that has not been resolved through available dispute resolution processes or by administrative review.

Faculty Grievance Committee: A select faculty committee established through the Faculty Development Committee to hear a given grievance.

Parties: The complainant and the respondent.

Grievance Complaint Record: The exclusive record for decisions including all documents submitted as part of a Grievance.

Respondent: Individual against whom a complaint is brought.

Teaching Faculty: Full time faculty members whose duties are less than one-third administrative.

C. Grievable Actions

Grievable complaints may arise from any circumstance in which a faculty member alleges mistreatment, including arbitrary actions, decisions or evaluations to include allegations of:

- a. Irregular, arbitrary or inappropriate procedural and/or policy decisions related to matters such as salary, promotion and/or tenure, performance requirements, performance assessment, and reassignment or suspension (with or without pay)
- b. Denial of access to department, division, college or university resources; and/or
- c. Persistent and recurrent patterns of actions that indicate arbitrary assignment of duties and scheduling.

Complaints alleging discrimination under federal or state civil rights law should not be pursued through Grievance Procedures, but should be directed to tribunals or procedures established by the Social Equity Officer of the Human Resources Department.

Non-grievable complaints include the following:

- a. The legitimate non-arbitrary exercise of judgment by supervisors in keeping with University policies and procedures;
- b. Non-renewal of a contract of a non-tenured faculty member provided that the institution has complied with procedural due process notification requirements;
- c. Decisions based on the University System of Georgia Board of Regents Policy concerning Illicit Drugs. (Business Procedures Manual, Volume 3A Revised, Personnel Policies and Procedures, Page 11-A and Page 12);
- d. Tenure and Promotion Decisions that have been upheld by appropriate and approved tenure and promotion policies and procedures;
- e. Dismissal for cause of tenured faculty members in accordance with Board of Regents Policy [8.3.9](#).

107.0301 Timeframe for filing a Grievance Complaint. A grievance complaint must be formally initiated within three (3) calendar months of the occurrence of a grievable action or last occurrence of a pattern of grievable actions and shall follow the stated procedures at each level. Time spent in consultation with the Ombudsmen or in ADR may be grounds for an extension of this timeframe.

107.0302 Role of Respondent's Immediate Supervisor

A. The grievance process is initiated when a Complainant formally submits a complaint to the Respondent's immediate supervisor. A formal complaint will include the following:

- a. Name and department or administrative unit of the Complainant,
- b. Name(s) and department or administrative unit of the Respondent(s),
- c. Description of the nature and effect of actions or decisions being complained of,
- d. Evidence supporting the complaint,
- e. Statement of desired outcome,
- f. Signature of Complainant and date.

The immediate supervisor will open a formal confidential Grievance Complaint Record file. This file may be housed in a digital format. The complaint and all documents submitted in regard to the complaint shall be included in this file.

B. Within five (5) working days of receiving a formal complaint, the immediate supervisor must notify the Respondent that a complaint has been received and provide the Respondent with a copy of the complaint. Within ten (10) working days of notification, the Respondent must provide a written response to the immediate supervisor. Upon receipt of the written response, the immediate supervisor will place it in the Grievance Complaint File and will send a copy of the response to the complainant.

C. Within ten (10) working days of receiving the Respondent's written response the immediate supervisor will:

- a. Review the Grievance Complaint File,
- b. Meet with all parties to understand their views,
- c. Consult with any appropriate resource persons for clarification,
- d. Review appropriate written policies and procedures,
- e. Provide a written decision to the parties and place a copy in the Grievance Complaint File.

D. Upon receipt of the Immediate Supervisor's decision the Complainant may, within ten (10) working days after notification, appeal the decision to the next higher administrator.

107.0303 Role of Dean of College

A. In the case that the Respondent's Immediate Supervisor is a college Dean, the Dean will act as the Immediate Supervisor. If the Respondent's Immediate Supervisor ranks below the level of college Dean, appeals from an Immediate Supervisor's decision are filed with Dean of the Respondent's College.

An appeal to the Dean is initiated when a Complainant formally submits an appeal to the appropriate Dean. The Dean or higher administrator must send a copy of the formal appeal to the Respondent. A formal appeal will include the following:

- a. Name and department or administrative unit of the Complainant
- b. Name(s) and department or administrative unit of the Respondent(s),
- c. Reasons for disagreement with the Immediate Supervisor's decision,
- d. Evidence supporting the appeal,
- e. Statement of desired outcome,
- f. Signature of Complainant and date.

Within three (3) working days after receiving a Grievance Complaint Appeal, the College Dean will request that the Immediate Supervisor forward the Grievance Complaint File. The Dean will add the appeal and all documents submitted regarding the appeal shall be added to the Grievance Complaint File.

B. Within five (5) working days of receiving the Grievance Complaint File, the Dean must notify the Respondent that an Appeal has been filed and provide the Respondent with a copy of the Appeal. Within five (5) working days of this notification, the Respondent must provide a written response to the Dean. Upon receipt of the written response from the Respondent, the Dean will place it in the Grievance Complaint File and forward a copy to the Complainant.

C. Within fifteen (15) working days of receiving the appeal response the Dean will:

- a. Review the entire Grievance Complaint File, including the Appeal and Response,
- b. Meet with all parties to understand their views,
- c. Consult with any appropriate resource persons for clarification,
- d. Review appropriate written policies and procedures,
- e. Provide a written decision to the parties and place a copy in the Grievance File.

D. Upon receipt of a Dean's written decision, a Complainant may, within ten (10) working days after notification, appeal the decision to the Provost and Vice President for Academic Affairs.

107.0304 Role of Provost and Vice President for Academic Affairs

A. Appeals from a Dean's decision must be formally filed with the Provost and Vice President for Academic Affairs. The Complainant must send a copy of the appeal to the Respondent and to the appropriate Dean. A formal appeal will include the following:

- a. Name and department or administrative unit of the Complainant,
- b. Name(s) and department or administrative unit of the Respondent(s),
- c. Reasons for disagreement with the Dean or supervisor's decision,
- d. Evidence supporting the appeal,
- e. Statement of desired outcome,
- f. Signature of Complainant and date.

Within three (3) working days after receiving a Grievance Complaint Appeal, the Provost/Vice President will request that the Dean forward the Grievance Complaint File and place the new appeal and all documents that are part of it in the Grievance Complaint File.

B. Within three (3) working days of receiving the Grievance Complaint File, the Provost/Vice President must notify the Respondent(s) that an Appeal has been filed and provide the Respondent(s) with a copy of the Appeal. Within five (5) working days of this notification, the Respondent(s) must provide a written response to the Provost/Vice President. Upon receipt of the written response, the Provost/Vice President will place it in the Grievance Complaint File and will forward a copy to the Complainant.

C. Within fifteen (15) working days of receiving the appeals response the Provost/Vice President will:

- a. Review the entire Grievance Complaint File, including the Appeal and Response,
- b. Meet with both parties to understand their views,
- c. Consult with any appropriate resource persons for clarification,
- d. Review appropriate written policies and procedures,
- e. Provide a written decision to the parties and place a copy in the Grievance Complaint File.

D. Upon receipt of the Provost/Vice President's decision, the Complainant may, within ten (10) working days after notification, petition the Chair of the Faculty Development Committee for a full Grievance Hearing by a Faculty Grievance Committee. Within three (3) working days of receiving an appeal, the Chair of the Faculty Development Committee will request, and the Provost/Vice President shall forward to the Chair of the Faculty Development Committee, the entire Grievance Complaint File.

107.0305 The Formation and Work of a Select Committee on Faculty Grievances

A. A Petition for a full Grievance Hearing by a Faculty Grievance Committee occurs when a formal request is submitted to the Chair of the Faculty Development Committee. A copy of the Petition must be sent to the Respondent. The Petition must include:

- a. Name and department or administrative unit of the Complainant,
- b. Name(s) and department or administrative unit of the Respondent(s),
- c. Brief description of the nature and effect of actions or decisions being complained of,
- d. Reasons for disagreement with prior administrators' judgments in the matter,
- e. Evidence supporting the complaint,
- f. Statement of desired outcome,
- g. Signature of Complainant and date.

While the exact wording need not be replicated, the grievance appeal may not significantly diverge from the original complaint. A Complainant may request representation on the committee of specific categories of people such as veterans, women, disabled people or ethnic and racial minorities. When forming a Faculty Grievance Committee, the Faculty Development Committee will make a good faith effort to honor such requests.

B. Within ten (10) working days of receiving a petition for a grievance hearing and the Grievance Complaint File, the Faculty Development Committee will determine by majority vote whether the issue[s] fall within the definition of a grievable complaint. As soon as is practicably possible, again by majority vote, the Faculty Development Committee will select from among UWG Teaching Faculty individuals suitable to serve as members for this Faculty Grievance Committee. A new Faculty Grievance Committee will be formed each time a grievance petition is submitted. The Chair of the Faculty Development Committee may not be a member of a Faculty Grievance Committee.

a. In most cases, a seven-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts and Humanities, one from the College of Science and Mathematics, one from the College of Social Sciences, one from the Richards College of Business, one from the College of Education, one from the School of Nursing, and one from the Library. Committee member selection shall aim to assure that the Complainant receives a fair and impartial hearing.

b. Once the list of members has been identified, the Chair of the Faculty Development Committee will disclose the list of proposed Grievance Committee members to the Parties. Parties to the dispute may challenge the fitness of an individual member to serve on the committee by providing evidence of bias, partiality, or conflict of interest. The Faculty Development Committee will decide the merits of such challenges by majority vote and recuse a member found to be unacceptable.

C. Organizational Meeting. Within ten (10) working days after determining the Grievance Committee's membership, the Chair of the Faculty Development Committee will convene a closed organizational meeting of the full committee. The Chair of the Faculty Development Committee will briefly specify the allegations in the complaint and summarize University policy including rules governing the committee's work and convey the Grievance Complaint File, including the appeal petition, to the Faculty Grievance Committee. The Faculty Grievance Committee will select a Chair of the committee from among its members.

The chair of a Faculty Grievance Committee is required to convene meetings to hear the grievance petition, ensure that all parties to the dispute and members of the committee receive all relevant documents and communications and will work collaboratively with other Committee members to produce the Final Grievance Report and Recommendations.

D. Authority of the Committee. A Faculty Grievance Committee has the authority to conduct inquiries into faculty grievances, to provide to all parties a meaningful opportunity to be heard before a neutral panel of faculty members and to present its findings and recommendations to the President of the University. A Faculty Grievance Committee may consult with or seek clarification from any University resource officers or other persons knowledgeable about university processes or policies. All Committee business is confidential and Committee members will hold no *ex parte* meetings with the parties nor conduct outside discussions regarding the grievance.

E. Grievance Hearing.

a. A Grievance Hearing should be convened within fifteen (15) working days after the Organizational Meeting's completion.

b. Due to its confidential nature, the hearing will be closed.

c. Parties must attend the Grievance Hearing.

d. An audio recording or complete transcript of the proceedings will be kept and made available to the parties on request. Recordings and transcripts are otherwise regarded as confidential, though they may be subject to provisions of the Georgia Open Records Act.

e. Each Party may have present at the hearing one advisor chosen from among current University of West Georgia employees and one observer. Parties will be afforded reasonable time to consult with their advisors. Neither advisors nor observers will be allowed to represent the Parties.

f. Parties will be given an opportunity to present necessary witnesses, documentation or other evidence including material from the Grievance Complaint File, but staff from the University Ombuds office may not serve as witnesses in a formal complaint. When witnesses cannot appear in person, and when fairness requires, a Faculty Grievance Committee may admit testimony by sworn affidavit. Witnesses will be admitted to the hearing only when their participation is required.

g. Members of the Faculty Grievance Committee may question each witness. After members conclude their questions, Parties will have the right to question witnesses. The chair is to ensure that questions are not irrelevant to the hearing, nor asked solely to embarrass, harass or intimidate witnesses. Neither party shall be allowed to interfere with the orderly presentation of the other's case.

h. A Faculty Grievance Committee will not be bound by formal rules of legal evidence. A Committee may admit any evidence it deems of value or exclude any evidence it deems irrelevant or beyond the scope of its authority.

i. A Faculty Grievance Committee may, at its discretion, grant breaks to enable parties to investigate evidence when a valid claim of surprise is made or if an interruption of the proceedings would be desirable.

j. The findings, conclusions and recommendations of a Faculty Grievance Committee will be based solely on the record of the hearing.

k. There will be no public statements by any person involved in the Grievance Hearing before the Grievance Hearing has been concluded and Grievance Committee's Report delivered to the President of the University.

l. Members of a Faculty Grievance Committee must be present or participate in the Grievance Hearing to vote. Within three (3) working days after the conclusion of the Grievance Hearing, the Committee must meet in closed session to decide its findings and recommendations. All recommendations of a Faculty Grievance Committee must be based on majority vote. Votes will be cast by secret written ballot and the precise tally shall be reported to the President.

m. Within ten (10) working days after concluding its work, a Faculty Grievance Committee must submit a written report of its findings and recommendation(s) to the President of the University. The Report will follow the guidelines stated below:

1. Findings of Fact: A brief summary of the facts as determined by the Faculty Grievance Committee from the evidence presented at the Grievance Hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.

2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.

3. Recommendation: A statement specifying the action the Faculty Grievance Committee recommends. The Grievance Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Faculty Grievance Committee report should include only such factual recitals as necessary to present and support its conclusions.

Copies of the Report must be provided to the Parties.

107.0306 Role of the President of the University

The President of the University will review the Faculty Grievance Committee's recommendation(s) and render a written decision for the University within fifteen (15) working days. The President will send copies of the written decision to each of the Parties and place a copy in the Grievance Complaint File. Appeal from the President's decision must be made to the Board of Regents of the University System of Georgia.

Figure Two: 2.7.2, Faculty Absences



UWG PROCEDURE NUMBER: UWG Procedure 2.7.2, Faculty Absences

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

The University of West Georgia faculty, pursuant to the authority of UWG Policy 2.7, establishes the following procedure for compliance with UWG Policy 2.7 on **Teaching Responsibilities**:

Purpose is to clearly communicate to University of West Georgia faculty the absentee procedure for University faculty.

A. Definitions.

1. *Faculty absence*- when a faculty member (for valid personal or professional reasons) is not present for an occasional class period (regardless of the delivery model) during the academic year.
2. *Minimum required hours of instruction*-The minimum number of hours required by the Board of Regents. According to [BOR Policy 3.4.1](#), one credit hour is defined as 750 minutes of instructional time.

B. Faculty Absence Procedure.

If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided.

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, 2015.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Approved by Rules committee_11_3_2016

Figure Three: UWG Faculty Handbook, Section 213, Faculty Absences

Faculty Absences (213)

If absences prevent a faculty member from providing the required minimum number of hours of instruction during a course's designated class meeting times, the faculty member must make alternative arrangements for providing this instruction. It is the responsibility of the faculty member's college or school to ensure that the required number of hours of instruction are provided (according to BOR Policy 3.4.1, one credit hour is defined as 750 minutes of instructional time).

Approved by Rules committee_11_3_2016

Addendum II: Undergraduate Programs Committee

Course View (Read Only)

Attachments

Current File: Public History Course Proposal.docx

Originator

History Department
Department

College of Arts and Humanities
College

McCullers, Molly
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

HIST 4101 Professionalism in Public Practice
Prefix Number Course Title

This course introduces students to careers in Public History and provides training for professional practice. Students gain experience researching professional opportunities, crafting resumes, preparing for interviews, and practicing professional communication.

Course Catalog Description

1		1	Fall - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

HIST 1111 or 1112; HIST 2111 or 2112; Successful admittance into the Public History undergraduate certificate program.

Corequisites

Rationale

This is a professionalizing course, which is designed to prepare students to find potential professional opportunities, design a resume, and practice interviewing and communication skills. This course is a requirement for the Undergraduate Certificate in Public History.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

None

Attachments

Current File: [Public History Course Proposal.docx](#)

College Approvals

Steve Goodson [APPROVED
2016-10-17]

Chair, Course Department

Pauline Gagnon [APPROVED
2016-11-03]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

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

DRAFT Syllabus
Prepared September 2016

Dr. Ann McCleary and Dr. Julia Brock
History Department

Course goal

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

Learning Outcomes

Students will:

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

Course Requirements

Public History Careers (25 points)

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

Resume (20 points)

Working with Career Services and the public history faculty, students will produce a professional resume for a public history position. Students will workshop their resumes

with their peers and public history faculty and Career Services staff, and then have the opportunity to revise the resume. Students will submit their preliminary and final draft.

Mock interview (15 points)

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

Portfolio (30 points)

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

Class Participation (20 points)

Class attendance and participation is expected. Students will be evaluated in their participation in class meetings and in Course Den discussions.

Readings

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

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

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

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

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

Tentative Class Schedule

- | | |
|---------|--|
| Week 1 | Introduction to Careers in History |
| Week 2 | Exploring history careers :where are they? And where are they Advertised? How does one find job announcements? |
| Week 3: | Choose and research a career you might like |

- Week 4: Writing a resume (Introduction from Career Services)
- Week 5: Writing a resume (by Public history faculty)
- Week 6 Resume workshop and review
- Week 7 Finalize and submit resume
- Week 8 Developing Professional Networks, such as Linked In, etc (Career Services and History)
- Week 9 Developing a Portfolio
- Week 10 Professional Writing (English Dept)
- Week 11 Workplace communication
- Week 12 Workplace Etiquette
- Week 13 Interview Skills (Career Services)
- Week 14 Mock Interview (Career Services)
- Week 15 Portfolio due

Course View (Read Only)

Attachments

Current File: MEDT_3401_Proposed_Oct2016.pdf

Originator

Educational Technology and Foundat
Department

College of Education
College

Cooper, O.P.
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

MEDT 3401 Integrating Technology into the Curriculum
Prefix Number Course Title

Hands-on technology integration techniques are provided, scaffolding from the student's basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia's Performance Standards for Curriculum, (2) integration of modern and emerging technologies into instructional practice, (3) classroom management in classrooms, computer labs and 21st century learning environments, (4) new designs for teaching and learning, and (5) enhanced pedagogical practices.

Course Catalog Description

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

Prerequisites

Admission to Teacher Education (TE) required.

Corequisites

Rationale

Modify Prerequisites: Given the increased use of information technologies in schools and in society in general, the vast majority of students have already acquired the basic technology skills covered in MEDT 2401. Students can be successful in MEDT 3401 without having taken MEDT 2401 or its equivalent. Remove from Course Catalog Description: "Minimum of 9 hours of upper level major courses" and "Satisfies the Georgia Special Technology Requirement." Department chairs in CISM, CS, and GEOL have been notified of this request for modification.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 200

Comments

Current and Proposed syllabi are attached (in one document).

Attachments

Current File: MEDT_3401_Proposed_Oct2016.pdf

College Approvals

Laura Smith [APPROVED
2016-10-28]

Associate Dean, College of Education

Deborah Jenkins [APPROVED
2016-05-21]

Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]

Final Approver

MEDT 3401

Integrating Technology into the Classroom

Semester Hrs.: 3

Semester / Year:

Instructors:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

Communication: The official communication method to students is through campus email (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

Distance Support: WebCT Home Page <http://webct.westga.edu>
WebCT Help & Troubleshooting <http://webct.westga.edu/help.htm>
UWG Distance Learning <http://distance.westga.edu>
Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>
Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

COURSE DESCRIPTION:

Prerequisite(s): MEDT 2401 or equivalent, admission to Teacher Education, and a minimum of 9 hours of upper level major courses.

Hands-on technology integration techniques are provided scaffolding from student's basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in Classrooms, Computer Labs, and 21st Century Learning Environments, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. Satisfies the Georgia Special Technology Requirement.

CONCEPTUAL FRAMEWORK:

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering

classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive; and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

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

COURSE OBJECTIVES

Students will:

1. critically examine their instructional practices to determine how technology can play a role in enhancing the teaching and learning process. (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Smaldino, Heinich, Molenda, & Russell, 2004; Roblyer, 2005). (D2 Leaders, D8 Knowledge, D9 Proactive, D10 Reflective; INTASC 1, 2, 3; & ISTE II);
2. develop skills in the application and integration of educational technology designed to meet the needs of technology users in **five critical areas**: Understanding and Using Modern Technologies; Curriculum Integration to Achieve Standards; Designs for Learning; Enhanced Pedagogy; and Classroom Management. (Grabe & Grabe, 2004; Lamb, 2005; Lever, Duffy, & Mizel (2005); Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 4, 6, 9; & ISTE I, II, III, IV, VI);
3. participate in hands-on experiences using curricular goals to scaffold above basic hardware and software skills. (Bitter & Pierson, 2004; Lamb, 2005; Reksten, 2000; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 9; & ISTE I, VI);
4. prepare and implement four technology-connected lesson plans focusing on the integration of technology into the Georgia Performance Standards in appropriate grade level and/or subject discipline. (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8; & ISTE I, II, III, IV, V, VI);

5. deliver four standards-based technology-connected lessons to instructors, peers, and P-12 mentor teachers and/or students for review and present lesson artifacts for incorporation into a portfolio. (Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 3, 5, 9; & ISTE V, VI);
6. complete a group project showcasing technology integration in the achievement of curricular objectives. (Grabe & Grabe, 2004; Lamb, 2005; Lever-Duffy, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; & ISTE I, II, III, IV, V, VI); and
7. discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students. (Bryant, 2003; Kuder, 2003; Olson & Deruyter, 2001). (D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 2, 3, 4, 7, 8, 9; & ISTE I, II, III, IV, VI).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Lamb, A. (2005). *Building treehouses for learning: Technology in today's classroom* (4th ed.). Emporia, KA: Vision to Action.

Print References:

- Ball, A. (2004). *Help-there's a computer in my classroom! A very practical guide for teachers*. London, UK: David Fulton Publishers.
- Bitter, G., & Pierson, M. (2004). *Using technology in the classroom* (6th ed.). Boston, MA: Allyn & Bacon.
- Bryant, D.P., & Bryant, B.R. (2003). *Assistive technology for people with disabilities*. Boston: Allyn and Bacon.
- Buckenmeyer, J. (2005). *No computer left behind: Getting teachers on board with technology*. Retrieved June 21, 2006, from http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC_2005/Buckenmeyer-Janet-NECC05.pdf
- Coppola, E. (2005). *Powering up: Supporting constructivist teaching with technology*. Retrieved June 21, 2006 from http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC_2005/Coppola-Eileen-NECC05.pdf
- Dwyer, D., Ringstaff, C., Sandholtz, J. (1991). Changes in teachers' beliefs and practices in technology-rich classrooms. [Electronic version]. *Educational Leadership*, 48(8), 45-52.

- Forcier, R.C., & Descy, D.E. (2005). *The computer as an educational tool: Productivity and problem solving*. (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Grabe, M., & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4th ed.). Boston, MA: Houghton Mifflin.
- Iverson, K.M. (2005). *E-learning games*. Upper Saddle River, NJ: Prentice Hall.
- Kay, K., & Honey, M. (2005). Beyond technology competency: A vision of information communication technology literacy to prepare students for the 21st century. Retrieved June 21, 2006, from <http://www.edvantia.org/publications/index1.cfm?§ion=publications&area=publications&id=657>
- Kuder, S. J. (2003). *Teaching students with language and communication disabilities* (2nd ed.). Boston, MA: Allyn & Bacon.
- Lai, K. (Ed.). (2005). *E-learning communities teaching and learning with the web*. Dunedin, New Zealand: University of Otago Press.
- Lever-Duffy, J., McDonald, J.B., & Mizel, A.P. (2005). *Teaching and learning with technology* (2nd ed.). Boston, MA: Pearson Education, Inc.
- Morrison, G.R. & Lowther, D.L. (2005). *Integrating computer technology into the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- November, Alan. (1997). Magic links: Changing the focus of technology planning. *Learning and Leading with Technology*, 24, 54-56.
- Olson, D. H., & Deruyter, F. (Eds.). (2001). *Clinician's guide to assistive technology*. St. Louis, MO: C.V. Mosby.
- Orey, M., McClendon, J., & Branch, R. M. (Eds.). (2005). *Educational media and technology yearbook*. Westport, CN: Libraries Unlimited.
- Reksten, L.E. (2000). *Using educational technology to increase student learning*. Thousand Oaks, CA: Sage Publications Co.
- Roblyer, M.D. (2005). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Shelly, G.B, Cashman, T.J., Gunter, G.A., & Gunter, R.E. (2006). *Integrating technology and digital media in the classroom*. Boston, MA: Thomson Course Technology.
- Smaldino, S.E., Russell, J.D., Heinich, R., & Molenda, M. (2005). *Instructional technology and media for learning*. Upper Saddle River, NJ: Pearson Education, Inc.
- Staudt, C. (2005). *Changing how we teach and learn with handheld computers*. Thousand Oaks, CA: Corwin Press.
- United States Congress, Office of Technology Assessment. (1995). *Teachers & technology: Making the connection*. Washington, D.C.: Office of Technology Assessment. Retrieved April 7, 2006, from <http://chiron.galileo.gsu.edu/GPOMonthlyCatalog:Citation.html>
- Whitaker, L. (February 1995). Aim straight at the curriculum. *Electronic school*. Retrieved April 7, 2006, from <http://www.electronic-school.com/whitaker.html>
- Wiske, M.S., Rennebohm, F., & Breit, L. (2005). *Teaching for understanding with technology*. San Francisco, CA: Wiley Imprint.

Internet Resources:

- High Plains Regional Technology in Education Consortium: <http://www.hprtec.org>
- Georgia Public Broadcasting: <http://www.gpb.org>
- Galileo- Georgia's Virtual Library: <http://www.galileo.usg.edu>

- Marco polo- Internet Content for the Classroom: <http://www.marcopolo-education.org/home.aspx>
- Discovery Educator Network: <http://www.discoveryeducatornetwork.com/>
- Georgia Department of Education: <http://www.doe.k12.ga.us>
- Georgia Online Assessment System: <http://info.georgiaoas.org/>
- National Technology Standards for Teachers: http://cnets.iste.org/teachers/t_stands.html
- National Technology Standards for Students: http://cnets.iste.org/students/s_stands.html
- National Technology Standards for Administrators: <http://cnets.iste.org/tssa/>
- Georgia Technology Standards for Students: <http://www.georgiastandards.org>

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on designing and putting together an electronic portfolio that showcases the student's ability to effectively design, produce, and utilize materials for instruction in the student's field of study and operate a variety of audiovisual equipment and microcomputers to deliver effective instruction. The overall evaluation is structured so that each assignment is aligned with completing a different part of the electronic portfolio. Due to the broad nature of the electronic portfolio, each conceptual framework descriptor is covered in the various electronic course assignments. As students complete their electronic portfolios, they will have demonstrated achievement in the areas of decision making: selecting topic areas in the student's field to design and develop instructional materials for and choosing topic areas for technology-infused lesson plans (course activity 2, projects 2.1-2.4); leadership: increasing his/her knowledge and skills in instructional technology in order to integrate technology more effectively into the curriculum and to assist others infuse technology into the workplace (course activity 1-2, projects 1.1-1.2, 2.1-2.5); lifelong learning: studying how to use and integrate technology into his/her personal and professional life (course activity 1-2, projects 1.1-1.2, 2.1-2.6); being adaptive: changing educational practices to meet the diverse needs of learners (course activity 2, projects 2.1-2.4); working with colleagues and stakeholders to plan and carry out school improvements in technology (course activity 2, projects 2.2-2.3); cultural sensitivity: adapting interventions and technology innovations to meet the varying and diverse needs of learners (course activity 2, projects 2.1-2.4); empathy: demonstrating sensitivity to the needs of individuals, the family, and community needs (course activity 2, projects 2.1-2.4); knowledge: drawing on pedagogical, content, and professional knowledge (course activities 1-2, projects 1.1-1.2, 2.1-2.5); being proactive: implementing new interventions and innovations in technology to better serve learners (course activity 2, projects 2.1-2.5); and reflection: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are needed to more effectively integrate technology into the curriculum (course activities 1-2, projects 1.1-1.2, 2.1-2.6).

Activities and Assessments:

1. Class Attendance and Class Participation:

Instructional Strategies: A variety of instructional strategies will be used in this course, including, but not limited to, a full-range of hands-on opportunities to use modern technologies, interactive discussions, demonstrations, whole-group, small group and individual activities, electronic communication, multimedia presentations, reflective writing, and independent reading assignments.

Cultural Diversity: The State of Georgia proffers the Georgia Performance Standards (GPS) and the Georgia Quality Core Curriculum (QCC) as the criterion reference for all P-12 student learning in Georgia. It is recognized that technology is a universal learning tool, and many approaches to the mastery and integration of technology are acceptable within a standards-driven learning environment. All ethical and effective technology integration practices will be valued as they correlate to improved student learning outcomes.

Technology: A full range of modern technologies will be employed to include: multimedia hardware, multimedia, productivity, photo-editing, drawing, Internet browser, and instructional software. Computer peripherals will be introduced to include: printers, laser disc players, VCRs, DVDs, digital cameras, media players (MP3 and iPod), and flatbed scanners.

Students are expected to attend all classes and to participate in class activities and discussions. If extenuating circumstances develop where the student cannot attend class it is the student's responsibility to contact the instructor before class and explain the circumstances. The instructor may choose to excuse the student if a valid reason is given for missing the class and require documentation upon the student's return. If the absence is not excused the student have his/her final grade in the class lowered by 5% for the absence. Each unexcused absence will have the same penalty (e.g., two unexcused absences will lower a student's final grade by 10%).

Students must participate in the listed class activities in class. This includes:

- **1.1 – Question of the Day** – electronic assignments that are completed each class meeting.
- **1.2 – Class Discussions** – students will discuss a wide variety of topics in class and share their experiences, knowledge, and skills with others.

2. Student Work:

a. Electronic Portfolio:

All student work submitted during the course must be original. All students will prepare **four technology-infused lesson plans** that include at least **three of the five technologies** (spreadsheets, databases, Internet, presentation programs, and word processing) In addition,

one of the lessons must be taught to their peers. All materials needed for the lesson plan must also be prepared and included in the student's electronic portfolio. The lessons are:

- **2.1 – Lesson Plan 1** - focuses on whole group technology connected activities
(Class Objectives: 1-5: knowledge, skills, disposition; rubric)
- **2.2 – Lesson Plan 2** - focuses on small group assigned a curricular area or collaborative groups integrating technology
(Class Objectives: 1-6: knowledge, skills, disposition; rubric)
- **2.3 – Lesson Plan 3** - focuses on a small group assigned a curricular area or collaborative groups integrating technology
(Class Objectives: 1-6: knowledge, skills, disposition; rubric)
- **2.4 – Lesson Plan 4** - focuses on integrating technology for individualized instruction.
At least **three of the five fundamental technologies** (spreadsheets, databases, Internet, presentation programs and word processing) **must be used across the lessons.**
(Class Objectives: 1-5: knowledge, skills, disposition; rubric)
- **2.5 – Electronic Portfolio** – displays the student's work for 2.1 – 2.4 during the semester in an electronic format that meets the state technology requirements.
(Class Objectives: 1-7: knowledge, skills, disposition; rubric, checklist, electronic portfolio)

b. Exams

- **2.6 – 2 Exams** - displays the student's knowledge of instructional technology and its effective integration into the curriculum. The first exam will focus on instructional technology concepts and knowledge the student has attained. The last exam will be heavily performance based where the student must demonstrate his/her skills in instructional technology.
(Class Objectives: 1-7: knowledge, skills, disposition; rubric, exam, student performance, teacher observation)

3. Evaluation Procedures:

As required by State Law 1187, completion of this course or another approved Professional Standards Course is necessary for initial certification as a Georgia teacher. Students not meeting the Special Technology Requirement will not receive certification to teach.

The grading scale is as follows:

A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F = 59% and below.

Students must earn at least a “C” to pass the State Technology Requirement with this course.

The grading is as follows:

- Class Attendance and Participation.....10%
- 2 Exams.....15%,
(7.5 % each exam)
- Electronic Portfolio.....75%

Students are required to submit assignments on time. Late assignments will have deductions. These are summarized in Table 1 below.

Table 1 - Late Student Work

Type of Assignment	Deduction
▪ Late "Question of the Day"	▪ 3% in the class participation grade for each instance
▪ Late class project	▪ 10% each day late
▪ Late exam	▪ Not accepted
▪ Late electronic portfolio	▪ 10% each day late

Students are informally observed for contributions to class discussion and other activities and are expected to answer a "Question of the Day" during the class period.

Professionalism

Students are expected to conduct themselves professionally. This 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
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom

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

CLASS OUTLINE (Assumes 3 hour class length)

Class Session(s)	Objectives	Technology Tools/Integration Techniques/Outcomes/Artifacts
1 & 2	<ul style="list-style-type: none"> ▪ Teacher Productivity Tools, ▪ Templates, ▪ Organizational Aids, ▪ Student Information Systems, ▪ Technology & Classroom Management, ▪ One Computer Classroom 	<ul style="list-style-type: none"> ▪ Digital Camera, ▪ Networked Computer, ▪ Web and Server Space/Creating Templates for documents, ▪ spreadsheets, ▪ presentations, ▪ developing file structure protocols, grade books, ▪ student databases, ▪ newsletters, ▪ school to parent communications, ▪ research based instructional practices integrating technology, ▪ reflective journaling, ▪ ethical use of technology (AUP and CIPA compliance)
3 & 4	<p>Technology Use versus Technology Integration</p>	<ul style="list-style-type: none"> ▪ LoTi, ▪ Concept Mapping/Graphic Organizers, ▪ HPR*TEC, ▪ Discovery Education, ▪ Marco Polo, ▪ Tom Snyder, ▪ Georgia Performance Standards web site, ▪ on line rubric and assessment tools, ▪ Georgia Public Broadcasting videos (streaming and media center satellite download), ▪ GALILEO, ▪ resource database development, ▪ copyright and copywroing.
5 & 6	<p>Multimedia in the Classroom</p>	<ul style="list-style-type: none"> ▪ Powerful presentations, ▪ student created movies, ▪ photography in the classroom, ▪ assessing student multimedia, ▪ the pedagogical power of hyper connectivity, ▪ differentiating instruction for learning styles, ▪ pod casts and blogging for the classroom, ▪ assistive technology uses of technology
7 & 8	<p>Spreadsheets Across the Curriculum</p>	<ul style="list-style-type: none"> ▪ Big Books, ▪ Reading for Comprehension, Spreadsheets R Fundamental, ▪ I Scream You Scream,

Class Session(s)	Objectives	Technology Tools/Integration Techniques/Outcomes/Artifacts
		<ul style="list-style-type: none"> ▪ Moon Shot, Plant Growth, Physical Fitness and Fiscal Fitness, ▪ Data Utilization, ▪ Charting Student Progress
9	Databases Across the Curriculum	<ul style="list-style-type: none"> ▪ Presidents, ▪ State Resource Guide, ▪ Rainforest Animals, ▪ Periodic Table, ▪ Countries Around the World, ▪ Student Information Guides,
10 & 11	Web Pages for Students	<ul style="list-style-type: none"> ▪ Web Worksheets, ▪ TrackStar, ▪ Web Quests, ▪ Web Posters (HP*RTEC resource)
12 & 13	Group Project Work	
14, 15, & 16	Group Project Presentations	

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of 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 Uncatalog, Undergraduate Catalog, and Graduate Catalog. Disciplinary procedures described in the latest 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.

MEDT 3401**Integrating Technology into the Classroom**

Semester Hrs.: 3

Semester / Year:

Time/Location: 100% Online in *CourseDen* <https://westga.view.usg.edu/>

Instructor:

Office Location:

Office Hours/Online Hours:

Telephone:

Email:

Fax: 678-839-6153

Communication: The official communication method to students is through campus email (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

Distance Helpline: (678) 839-6248

Distance Helpline after hours: 1-877-855-3238 (Toll free)

Online Support: D2L Home Page <https://westga.view.usg.edu/>D2L UWG Online help <http://uwgonline.westga.edu/students.php>D2L 24 hour Help <https://d2lhelp.view.usg.edu/>UWG Distance Learning <http://uwgonline.westga.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Resources for Distance & Off-Campus Students

<http://libguides.westga.edu/content.php?pid=194459>Ingram Library Services <http://www.westga.edu/library/>University Bookstore <http://www.bookstore.westga.edu/>**Course Description:**

Prerequisite(s): Admission to Teacher Education (TE) required.

Hands-on technology integration techniques are provided scaffolding from student's basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in Classrooms, Computer Labs, and 21st Century Learning Environments, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. Satisfies the Georgia Special Technology Requirement.

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 forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (NETS and Georgia Common Core Standards) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course uses a combination of direct and constructivist pedagogical approaches.

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:

Activity	Instructional Equivalent	Supporting Act. Equivalent
Online Participation	220 minutes	440 minutes
Class Projects (16)	1600 minutes	3200 minutes
Discussion Boards	100 minutes	200 minutes
Text/Audio/Video Instruction	330 minutes	660 minutes

Additionally, it is anticipated that students could need to work independently for twice the number minutes listed above to complete the online activities. A calendar to calculate the minutes based on the percentage the course is online may be found at <http://uwgonline.westga.edu/minutes-calculator.php>

Instructor Note: *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. Overall, you should probably spend about 9 hours each week on this course.*

COURSE OBJECTIVES

Students will:

1. **critically examine their instructional practices to determine how technology can play a role in enhancing the teaching and learning process.**

- Knowledge Base—Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Smaldino, Heinrich, Molenda, & Russell, 2004; Roblyer, 2005
- Descriptors—D2 Leading, D8 Knowledgeable, D9 Proactive, D10 Reflective
- Professional Standards—INTASC 1, 2, 3; & ISTE II

2. **develop skills in the application and integration of educational technology designed to meet the needs of technology users in five critical areas: (1) Understanding and Using Modern Technologies; (2) Curriculum Integration to Achieve Standards; (3) Designs for Learning; (4) Enhanced Pedagogy; and (5) Classroom Management.**

- Knowledge Base—Grabe & Grabe, 2004; Lamb, 2005; Lever, Duffy, & Mizel 2005; Roblyer, 2005; Smaldino, Heinrich, Molenda, & Russell, 2004
- Descriptors—D1 Decisive, D2 Leading, D3 Inquisitive, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective
- Professional Standards—INTASC 1, 2, 4, 6, 9; & ISTE I, II, III, IV, VI

3. **participate in hands-on experiences using curricular goals to scaffold above basic hardware and software skills.**

- Knowledge Base—Bitter & Pierson, 2004; Lamb, 2005; Reksten, 2000; Roblyer, 2005; Smaldino, Heinrich, Molenda, & Russell, 2004
- Descriptors—D1 Decisive, D2 Leading, D3 Inquisitive, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective
- Professional Standards—INTASC 1, 2, 3, 4, 9; & ISTE I, VI

4. **prepare and implement four technology-connected lesson plans focusing on the integration of technology into the Georgia Performance Standards in appropriate grade level and/or subject discipline.**

- Knowledge Base—Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004
- Descriptors—D1 Decisive, D2 Leading, D3 Inquisitive, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective
- Professional Standards—INTASC 1, 2, 3, 4, 5, 6, 7, 8; & ISTE I, II, III, IV, V, VI

5. **deliver four standards-based technology-connected lessons to instructors, peers, and P-12 mentor teachers and/or students for review and present lesson artifacts for incorporation into a portfolio.**

- Knowledge Base—Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004
- Descriptors—D1 Decisive, D2 Leading, D3 Inquisitive, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective
- Professional Standards—INTASC 3, 5, 9; & ISTE V, VI

6. **complete a group project showcasing technology integration in the achievement of curricular objectives.**

- Knowledge Base—Grabe & Grabe, 2004; Lamb, 2005; Lever-Duffy, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004
- Descriptors—D1 Decisive, D2 Leading, D3 Inquisitive, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective
- Professional Standards—INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; & ISTE I, II, III, IV, V, VI

7. **discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students.**

- Knowledge Base—Bryant, 2003; Kuder, 2003; Olson & Deruyter, 2001
- Descriptors—D2 Leading, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective
- Professional Standards—INTASC 2, 3, 4, 7, 8, 9; & ISTE I, II, III, IV, VI

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) None for purchase: select readings will be provided if needed.

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/education/984_tk20_system.php

For assistance, email tk20@westga.edu.

Computer-compatible Webcam OR Smartphone or Other Method for Recording Audio—In this course, you will need the ability to record audio and possibly video (it depends on the choices you make). This might be done with a laptop-with-mic, a SmartPhone, an iPad (or other mobile device), a computer-with-webcam, a computer-with-mic, or using materials on campus such as the microphone head-sets at the TechHUB in the Education Center.

The TechHub, a small but powerful media library in the College of Education (across from the dean's offices in the Education Center), offers a variety of technologies, including microphone headsets. The TechHUB media librarian Ms. Sherry Walls is super-helpful, so don't hesitate to call or write her with your inquiries. swalls@westga.edu 678-839-6574

Webcams range in price from \$10 to \$60 and more. If you buy one, be sure that it has the ability to capture audio and video, that it plugs into your computer (USB connection most common and what I recommend), and that it will function with your computer's operating system. Often, the cheaper webcams run on older operating systems, so if you think you've found a sweet deal, read the specs very closely.

Daily Computer Access—All students at UWG are required to have access to a computer that is up to the specs posted in *The Scoop* (go to MyUWG @ My Courses to find most recent *Scoop*). You need to have a plan for what you will do if your computer crashes. How will you continue to engage in the course? Perhaps you could use the computers at your local library in an emergency situation. Think it through.

Broadband internet (DSL, Cable, LAN) is required to participate in this course.

Instructional Resources

TechHUB <http://tmc.ed.westga.edu/>

COE Computer Labs http://uwglabs.westga.edu/Facilities/Lab_Info.asp?Lab=3

Important Usernames and Passwords in the Course

Atomic Learning

<http://www.atomiclearning.com/>

Username: uwg

Password: college

GALILEO, Georgia's Virtual Library

<http://www.galileo.usg.edu/scholar/westga/subjects/?Welcome> Password: listed at the top of the page in CourseDen – Under the resource center

Course References

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Iverson, K. M. (2005). *E-learning games*. Upper Saddle River, NJ: Prentice Hall.

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Morrison, G. R. & Lowther, D. L. (2005). *Integrating computer technology into the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

November, Alan. (1997). Magic links: Changing the focus of technology planning. *Learning and Leading with Technology*, 24, 54-56.

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Reksten, L. E. (2000). *Using educational technology to increase student learning*. Thousand Oaks, CA: Sage Publications Co.

Shelly, G. B, Cashman, T. J., Gunter, G. A., & Gunter, R. E. (2006). *Integrating technology and digital media in the classroom*. Boston, MA: Thomson Course Technology.

Smaldino, S. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). *Instructional technology and media for learning*. Upper Saddle River, NJ: Pearson Education, Inc.

Staudt, C. (2005). *Changing how we teach and learn with handheld computers*. Thousand Oaks, CA: Corwin Press.

United States Congress, Office of Technology Assessment. (1995). *Teachers & technology: Making the connection*. Washington, D.C.: Office of Technology Assessment. Retrieved April 7, 2006, from <http://chiron.galileo.gsu.edu/GPOMonthlyCatalog:Citation.html>

Whitaker, L. (February 1995). Aim straight at the curriculum. *Electronic school*. Retrieved April 7, 2006, from <http://www.electronic-school.com/whitaker.html>

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Students will be assessed according to the course objectives with the following points:

Assignments	
Start Here – Scavenger Hunt	100
Discussion Boards # 1 Introduction and Personal Success Plan	20
Technology Explorations Project	100
Teacher Welcome Video Project – You will upload this to TK20	100
Blog Project	100
Discussion Board #2 Using Technology in Physical Education	20
Assistive Technology Project	100
Group Chat – Online Chat Room	50
TrackStar OR Teacher Interview	100
Unit Modification Plan (for Education Majors) OR SLP Lesson Plan/Assessment (for Speech Language Majors) * Key Assessment—Required to be uploaded to TK20	100
Discussion Board #3 Edutainment or Effective Technology Integration	20
Discussion Board #3 Edutainment or Effective Technology Integration	100
QR Codes	100
NETS Project	100
Prof. Reading – Copyright using Weebly OR Pictochart	100
Discussion Board #4 Digital Citizenship	20
Final Reflection	40
Personal Blog (completed)	150
	Total Points

Grading Policy:

Students will be graded using the following scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 65-69%; F = 65% and below

Each assignment has a rubric that will be used for scoring. You will see the rubrics in each module or in the Resources Folder.

COURSE WORK, EVALUATION PROCEDURES, AND GRADING

3 Types of Tasks in this Class: Discussion Board, Group Chat, and Assignments

In this class, you usually submit your work in one of two ways: through the discussion board and/or the assignment drop box. This means if you want points for something, you have to submit it in one of those two places. Pay attention to what goes where.

Discussions

You will have a discussion board posting due each week this semester. They are *asynchronous with deadlines* (see *Assignment Due Dates Calendar in the course syllabus*). This means that we don't all have to login at the same exact minute. However, you do have to login and post your comments the week a discussion board is due. For a few discussions, you are expected to make 2 posts. The first post you make is called your *initial posting*. This is your response to that week's topic. Then you will also be asked to respond to at least one other student's posting. See each discussion board for discussion topics, directions, and deadlines. When you will need to post to one of your classmate's posting it will be noted on the discussion board directions. You will earn 50 points for the Discussion Board postings. This score will be included in your earned points for the semester.

Assignments/Drop boxes

As you work through the learning modules for each online week, you will come across assignments that have to be submitted through an assignment drop box. It is very important that you master the use of the assignment drop box.

How to Name your Files for Drop box Submission

Be sure that you always put your last name, first initial in front of the assignment name. An example would be: **HeadC_technology explorations**

CLASS POLICIES

Attendance

We have no required face-to-face meetings. On-Line hours are listed at the beginning of the syllabus. If you need to meet at another time, please contact me through CourseDen email and that will be arranged.

Online Attendance:

In an online class, online attendance counts. I believe that regular logging in is one of the single most important behaviors you can adopt that will impact your performance. Logging in regularly keeps you in touch with the class, both in terms of the learning going on and relevant course announcements that occur weekly.

Students who do not login regularly in the online environment can experience frustration, anxiety, guilt, fear, alienation, etc. (varying by student). These are not ideal learning conditions. The online attendance policy encourages your regular online attendance and participation so that you have a better learning experience.

I strongly recommend that you login 4 or more days per week. I can only help you if you are attending to the course.

If a computer crash/explosion/catastrophe occurs, you must use your back-up computer (see *Required Materials* section above). I do not want to hear "I won't be able to login to the course for 2 weeks till my laptop comes back....." You must go to your local library, Aunt Jill's house, or someplace to ensure that you are regularly logging in to the course. **Period.**

Late Work Policies

Discussions / Participation Questions Late Policy

There are no extensions on Discussion Postings or Participation Questions. Post/Submit on time if you desire credit. The discussion deadline will be posted inside the discussion prompt. Discussions may be made up (with modifications by the instructor) only if you provide written documentation of a medical or family emergency. Participation deadlines will be posted in the News Section of Course Den. You will be directed to the correct module for submitting the Participation Question.

Assignments Late Policy

In order to understand the late policy for assignments (remember, this policy does not apply to discussions), it is important to understand that all assignments have a due date.

Due Dates are posted in the Assignment Due Dates document. You will notice that all assignments are due on Friday at 8:00 P.M. throughout the entire semester. Try to get your assignment submitted in *CourseDen* before the due date.

Cut-off Window

In the event that you do not turn an assignment in by the due date, there is a 10-day cut-off window. Please note that assignments submitted after the due date are subject to points

reduction. You will see that on the rubric for each assignment. **No assignment** will be accepted after the 10 day cut off without permission from your instructor. Any assignment submitted after the 10 day cut-off window will be subject to a 10% deduction. **If for any reason you cannot get an assignment finished by the cut-off date you must contact the instructor to get permission for more time.**

TIPS FOR SUCCESS

Navigating the Course

Remember, for online attendance in this class, you are required to login at least 4 days per week.

Each time you login to *CourseDen*, check the following:

1. Through **eMail and News**, announcements and updates are made by the instructor.
2. Review the your listing of assignment due dates for a global view of course goings-on.
3. Check out Content (which is an abbreviated way to say "learning modules or sessions." This area will contain details about what is happening during a given week. Through these, you gain access to your *Assignments* and *Discussions Boards*.
4. Review and follow the directions for each module to know what you need to do in that module to succeed.
5. Contact me if you are having any difficulty or questions BEFORE the due date.

Tips for Meeting Deadlines

- Don't procrastinate. *Instead, get ahead.*
- Submit all work by Thursday, so that if you have any technical difficulties, you still have 24 hours to try and submit on another computer (say, at the local library).
- Read all submission instructions **very, very carefully.**
- Take the time to learn how to use the *CourseDen* tools.
- If you have to submit something late, just do it. Get it in that drop box. You don't have to apologize either. That wiggle room is there for you. I am always happier with assignments in the drop box than I am with assignments I have to deal with through email.

Mind the Sharks For Online Success

Sign into *CourseDen* at least 4 days per week.

Help one another.

Ask questions.

Read carefully.

Keep your sense of humor handy.

Set personal learning goals beyond the goals your instructor sets for you.

University Policies**Professional Conduct**

Students are expected to conduct themselves professionally. This 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, observing standard rules of netiquette
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Creating products and projects which are appropriate for use in K-12 schools
- Turning in assignments on time
- Treating class members and colleagues with respect in and out of the classroom
- Not using cell phones during class

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

Student Email Policy

University of West Georgia students are provided a *MyUWG* email account, which is the official means of communication between the University and student. It is the student's responsibility

to check this email account for important University related information. Be sure that you keep your inbox cleaned out. If you are "over quota," this means that you have reached the limit for the amount of messages you can receive. When you are over quota, others cannot email you.

Academic Honesty

All work completed in this course must be original work developed this semester. If you turn in work for this class that has been completed as part of the academic requirements for another course, you will not receive a passing grade for the project. 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. A very common example of plagiarism is when a person copies and pastes text from a webpage or other electronic resource without properly citing the source. Please be very careful with this. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disability

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

The official UWG policy related to the American with Disabilities Act 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.

Please contact instructor if you require closed captioning for instructional videos.

Class Outline

You will always want to check in CourseDen for any updates regarding the schedule.

Assignment	Due Date	How Submitted
Personal blog Group Discussion (1) Discussion Boards (5)	On going during course	Online Chat Room Discussion Boards

Start Here: Module 1: Discussion Board #1 / Scavenger Hunt

Discussion Board #1 Introduction & Personal Plan Scavenger Hunt	Friday, Jan 15 – 5 p.m.	c
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Module 2 – Technology Explorations / Teacher Welcome Video

Technology Explorations Personal Blog (continue)	Friday, Jan. 22 – 5 p.m.	Online - dropbox
Teacher Welcome Video Personal Blog (continue)	Friday, Jan. 29 – 5 p.m.	Online - dropbox

Module 3 – Blog / Discussion Board #2 / Assistive Technology

Blog Personal Blog (continue) Discussion Board 2 – <i>Using Technology in PE</i>	Friday, Feb. 5 – 5 p.m.	Online – dropbox Discussion Board
Assistive Technology Personal Blog	Friday, Feb 12 – 5 p.m.	Online - dropbox

Module 4 – Group Chat / Assignment Choice (TrackStar OR Teacher Interview)

Group Chat – Literacy Instruction with Technology	Friday, February 19 – 5pm	Online - dropbox
TrackStar OR Teacher Interview Personal Blog	Friday, February 26 – 5pm	Online - dropbox

Module 5 – Unit Modification OR SLP Lesson & Assessment / Discussion Board #3

Unit Modification (Educ. Majors) SLP – Lesson Plan/Assessment Personal Blog	Friday, March 4 – 5pm	Online - dropbox
Discussion Board 3 – Edutainment Personal Blog	Friday, March 11– 5pm	Discussion Board

Module 6 – QR Codes / NETS

QR Codes Personal Blog	Friday, March 25 – 5pm	Online - dropbox
NETS Personal Blog	Friday, April 1 – 5pm	Online - dropbox

PROPOSED

MEDT 3401 16

Module 7 – Prof. Reading Copyright using (Weebly OR Piktochart) / Discussion Board #4

Professional Reading/Copyright – Weebly OR Piktochart Personal Blog	Friday, April 8 – 5pm	Online - dropbox
Discussion Board #4 – Digital Citizenship Personal Blog	Friday, April 15 – 5pm	Discussion Board

Module 8 – Personal Blog (Final Project) / Final Reflection

Personal Blog – Complete Final Reflection	Wednesday, April 20 – 5pm	Online - dropbox
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Program View (Read-Only)

Attachments

Current File: GEOL_Professional Track Old vs New.docx

Originator

College of Science and Mathematics
College

Geosciences Department
Department

Mayer, James R.
Originator

What would you like to do?

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

Modifications

Program Name Program Description Degree Name See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science with a Major in Geology
Existing Program (as shown in the DMA)

Professional
Track or Concentration

Bachelor of Science with a Major in Geology

Professional

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

Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science

Spring

2017

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

Effective Semester/Year

Modification Details

Modify Professional Geology Concentration: Delete required course, GEOL 3042, from Professional Geology concentration. Other concentrations remain unchanged.

(Max 4000 characters)

Rationale

The course is no longer taught--content has been rolled into other required courses in order to streamline curriculum. Old and new version of catalog description attached.

(Max 4000 characters)

Attachments

Current File: GEOL_Professional Track Old vs New.docx

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

James R. Mayer [APPROVED 2016-10-31]

Chair, Course Department

Gregory T. Payne [APPROVED 2016-11-02]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

OLD VERSION

B. S. Degree with a Major in Geology, Professional Geology Concentration

Core Areas A, B, C, D, E	42
See University of West Georgia Core Curriculum requirements.	
Core Area A: must include MATH 1113	
Core Area D: Must choose Option II	
Core Area F	18
GEOL 1121 + 1121L, GEOL 1122 + 1122L, CHEM 1211+1211L	
Choose one from: BIOL 1107+1107L; CHEM 1212+1212L; MATH 1634, 2644; PHYS 1111+1111L, 1112+1112L, 2211+2211L, 2212+2212L	
Math credit from Area A and D and/or 1000/2000 level academic elective	
Required courses for the major	35
GEOL 3004 Field Geology and Geologic Mapping	4
GEOL 3014 Mineralogy and Crystallography	4
GEOL 3024 Igneous & Metamorphic Petrology	4
GEOL 3034 Structural Geology	4
GEOL 3042 Optical Mineralogy	2 (delete this requirement)
GEOL 3053 Sedimentary Petrology	3
GEOL 4024 Paleontology	4
GEOL 4082 Independent Research	1
GEOL 4084 Hydrogeology	4
GEOL 4501 Geology Seminar	1
GEOL 4604 Economic Geology	4
Supporting courses	0-3
MATH 2063 Statistics (if not taken in Core)	3
Approved Electives	22-25
GEOL 2002	
GEOL courses numbered 3000 or greater	
GEOG 2553, 4103, 4400, 4553, 4564	
CHEM 1212, 2411, 3310K	
MATH 2654, 3303, 3353	
Other courses approved by advisor	

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

NEW VERSION

B. S. Degree with a Major in Geology, Professional Geology Concentration

Core Areas A, B, C, D, E		42
See University of West Georgia Core Curriculum requirements.		
Core Area A: must include MATH 1113		
Core Area D: Must choose Option II		
Core Area F		18
GEOL 1121 + 1121L, GEOL 1122 + 1122L, CHEM 1211+1211L		
Choose one from: BIOL 1107+1107L; CHEM 1212+1212L; MATH 1634, 2644; PHYS 1111+1111L, 1112+1112L, 2211+2211L, 2212+2212L		
Math credit from Area A and D and/or 1000/2000 level academic elective		
Required courses for the major		33
GEOL 3004 Field Geology and Geologic Mapping	4	
GEOL 3014 Mineralogy and Crystallography	4	
GEOL 3024 Igneous & Metamorphic Petrology	4	
GEOL 3034 Structural Geology	4	
GEOL 3053 Sedimentary Petrology	3	
GEOL 4024 Paleontology	4	
GEOL 4082 Independent Research	1	
GEOL 4084 Hydrogeology	4	
GEOL 4501 Geology Seminar	1	
GEOL 4604 Economic Geology	4	
Supporting courses		0-3
MATH 2063 Statistics (if not taken in Core)	3	
Approved Electives		24-27
GEOL 2002		
GEOL courses numbered 3000 or greater		
GEOG 2553, 4103, 4400, 4553, 4564		
CHEM 1212, 2411, 3310K		
MATH 2654, 3303, 3353		
Other courses approved by advisor		

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater

Program View (Read-Only)

Attachments

Current File: [GEOGProgramModification \(3\).pdf](#)

Originator

College of Science and Mathematics
College

Geosciences Department
Department

Walter, Andy
Originator

What would you like to do?

- Add New Track/Concentration Modify Existing Program Deactivate Existing Program Terminate Existing Program Add New Program

Modifications

- Program Name Program Description Degree Name See Comments

Shared-Governance Process

Senate Action Item [\(See Procedure\)](#)

Program Selection

College of Science and Mathematics
College

Bachelor of Science with a Major in Geography
Existing Program (as shown in the [DMA](#))

Track or Concentration (to not specify a track, do not change this field)
Track or Concentration

Bachelor of Science with a Major in Geography
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall 2017
Effective Semester/Year

Modification-Details

See attached.

(Max 4000 characters)

Rationale

See attached.

(Max 4000 characters)

Attachments

Current File: [GEOGProgramModification \(3\).pdf](#)

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

Adding GEOG 4082 to "Required Courses" for each of the four Geography concentrations:
Human Geography
Environmental Sustainability
Physical Geography
Geographic Information Systems

(Max 4000 characters)

College Approvals

James R. Mayer [APPROVED 2016-11-09]

Chair, Course Department

Gregory T. Payne [APPROVED 2016-11-21]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

PROGRAM MODIFICATION

Propose to require all Geography majors to complete and Independent Research Project

PROGRAM CHANGE

The only program modification required to achieve this is the following:

Include GEOG 4082 Independent Research as a required course in all tracks. See new program sheets below.

RATIONALE

Numerous studies have confirmed the value to higher learning of independent projects carried out across semesters and involving interaction with a faculty mentor. Specifically, this experience contributes significantly to three of the Geography program's four learning outcomes:

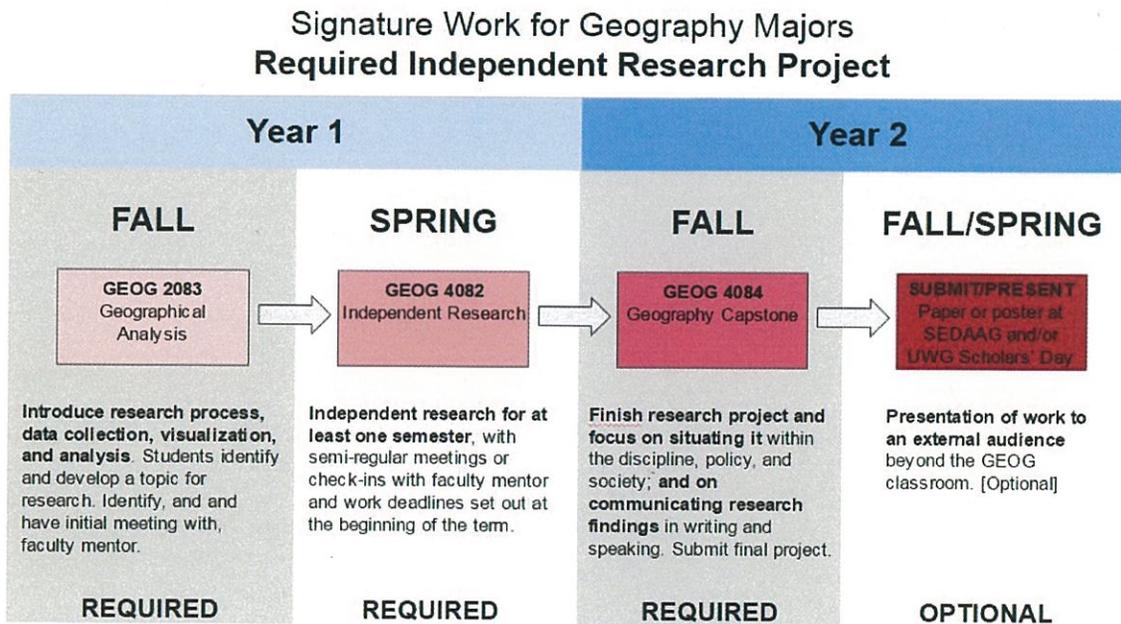
- Demonstrate competence in acquiring, analyzing, and visualizing data.
- Demonstrate an ability to construct and communicate an argument based on evidence.
- Demonstrate in-depth knowledge of a specific geographical question.

and three of the LEAP Essential Learning Outcomes:

- Development of intellectual and practical skills
- Development of personal and social responsibility
- Integrative and applied learning.

Furthermore, this will institute a common academic experience for all Geography majors, which will strengthen the formation of intellectual community among students and faculty.

Our plan uses three existing and slightly modified courses to scaffold the student research process across multiple semesters, as illustrated here:



B.S. Degree with a Major in Geography

2017-18

HUMAN GEOGRAPHY

Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography GEOG 2083 Introduction to Geographical Analysis GEOG 2553 Introduction to GIS and Mapping Science* MATH 2063 Introductory Statistics or MATH 1634 Calculus Two Laboratory Science courses from GEOG, GEOL, BIOL, CHEM, or PHYS Additional 1000-2000 level hours as necessary	
Major Requirements	60
All of the following	15-21
GEOG 1112 Weather & Climate# or GEOG 1113 Landform Geography# GEOG 2503 Cultural Geography+ GEOG 3010 Political Geography GEOG 3253 Economic Geography GEOG 3643 Urban Geography GEOG 4082 Independent Research GEOG 4084 Geography Capstone	
Three of the following	9
GEOG 3085 Selected Topics in Regional Geography GEOG 3405 Geographies of Sustainability GEOG 3644 Atlanta's Geographies GEOG 4253 Seminar in Economic Geography GEOG 4500 Moral Geographies GEOG 4643 Seminar in Urban Geography	
3000/4000 level hours from GEOG	6
Minor and/or electives	21-30

* If not taken in Area D
+ If not taken in Area E
If not taken in Area D or F

B.S. Degree with a Major in Geography 2017-18

HUMAN GEOGRAPHY

Term/Year	Core Requirements	Hours	Term/Year	GEOG Major Requirements	Hours
	Area A	9		All of the following:	15-21
	ENGL 1101			GEOG 1112 or 1113	
	ENGL 1102			GEOG 2503	
	MATH 1113			GEOG 3010	
	Area B	4		GEOG 3253	
	B1			GEOG 3643	
	B2			GEOG 4082	
	Area C	6		GEOG 4084	
	C1			Three of the following:	9
	C2			GEOG 3085	
	Area D (Option II)	11		GEOG 3405	
	D1 Lab Science			GEOG 3644	
	D1 Lab Science			GEOG 4253	
	D2			GEOG 4500	
	Area E	12		GEOG 4643	
	E1 HIST 1111 or 1112			Three GEOG 3000/4000	9
	E2 HIST 2111 or 2112			1)	
	E3 POLS 1101			2)	
	E4			3)	
	Area F	18		Minor and/or electives	21-30
	GEOG 1013				
	GEOG 2083				
	GEOG 2553				
	MATH 2063 or 1634				
	Lab Science 1				
	Lab Science 2				
	Additional courses				
	Core total	60		Major total	60

B.S. Degree with a Major in Geography

2017-18

ENVIRONMENTAL SUSTAINABILITY

Core Requirements	60
Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography GEOG 2083 Introduction to Geographical Analysis GEOG 2553 Introduction to GIS and Mapping Science* MATH 2063 Introductory Statistics or MATH 1634 Calculus Two Laboratory Science courses from GEOG, GEOL, BIOL, CHEM, or PHYS Additional 1000-2000 level hours as necessary	
Major Requirements	60
All of the following	21-24
GEOG 1112 Weather & Climate# GEOG 2202 Environmental Science GEOG 3405 Geographies of Sustainability GEOG 4086 Internship GEOG 4400 Energy & Sustainability GEOG 4700 Global Environmental Change GEOG 4082 Independent Research GEOG 4084 Geography Capstone	
Two of the following	6
GEOG 3253 Economic Geography GEOG 3643 Urban Geography GEOG 3713 Meteorology GEOG 3800 Biogeography GEOG 3900 Ecological Climatology GEOG 4103 Geography of Soils and Water GEOG 4500 Moral Geographies GEOG 4900 Dendrochronology	
3000/4000 level hours from approved courses	9
Minor and/or electives	21-27

* If not taken in Area D

If not taken in Area D or F

B.S. Degree with a Major in Geography 2017-18

ENVIRONMENTAL SUSTAINABILITY

Term/Year	Core Requirements	Hours	Term/Year	GEOG Major Requirements	Hours
	Area A	9		All of the following:	21-24
	ENGL 1101			GEOG 1112	
	ENGL 1102			GEOG 2202	
	MATH 1113			GEOG 3405	
	Area B	4		GEOG 4086	
	B1			GEOG 4400	
	B2			GEOG 4700	
	Area C	6		GEOG 4082	
	C1			GEOG 4084	
	C2			Two of the following:	6
	Area D (Option II)	11		GEOG 3253	
	D1 Lab Science			GEOG 3643	
	D1 Lab Science			GEOG 3713	
	D2			GEOG 3800	
	Area E	12		GEOG 3900	
	E1 HIST 1111 or 1112			GEOG 4103	
	E2 HIST 2111 or 2112			GEOG 4500	
	E3 POLS 1101			GEOG 4900	
	E4			Three approved courses	9
	Area F	18		1)	
	GEOG 1013			2)	
	GEOG 2083			3)	
	GEOG 2553			Minor and/or elective	21-27
	MATH 2063 or 1634				
	Lab Science 1				
	Lab Science 2				
	Additional courses				
	Core total	60		Major total	60

B.S. Degree with a Major in Geography

2017-18

PHYSICAL GEOGRAPHY

Core Requirements	60
Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography GEOG 2083 Introduction to Geographical Analysis GEOG 2553 Introduction to GIS and Mapping Science* MATH 2063 Introductory Statistics or MATH 1634 Calculus Two Laboratory Science courses from GEOG, GEOL, BIOL, CHEM, or PHYS Additional 1000-2000 level hours as necessary	
Major Requirements	60
All of the following	6-14
GEOG 1112 Weather & Climate# GEOG 1112L Weather & Climate Lab# GEOG 1113 Landform Geography# GEOG 1113L Landform Geography Lab# GEOG 4082 Independent Research GEOG 4084 Geography Capstone	
Four of the following	12
GEOG 3713 Meteorology GEOG 3723 Physiography in the United States GEOG 3800 Biogeography GEOG 3900 Ecological Climatology GEOG 4103 Geography of Soils and Water GEOG 4400 Energy and Sustainability GEOG 4700 Global Environmental Change GEOG 4800 Advanced Topics in Biogeography GEOG 4900 Dendrochronology	
3000/4000 level hours from GEOG	12
Minor and/or electives	22-33

* If not taken in Area D

If not taken in Area D or F

B.S. Degree with a Major in Geography

2015-16

GEOGRAPHIC INFORMATION SCIENCE

Core Requirements	60
Core Areas A-E	42
Area A must have MATH 1113 Area D must have Option II	
Area F	18
GEOG 1013 World Geography GEOG 2083 Introduction to Geographical Analysis GEOG 2553 Introduction to GIS and Mapping Science* MATH 2063 Introductory Statistics or MATH 1634 Calculus Two Laboratory Science courses from GEOG, GEOL, BIOL, CHEM, or PHYS Additional 1000-2000 level hours as necessary	
Major Requirements	60
All of the following	18-21
GEOG 1112 Weather & Climate OR GEOG 1113 Landform Geography# GEOG 3563 Introduction to Remote Sensing GEOG 4553 Geographic Information Systems GEOG 4554 Computer Cartography GEOG 4082 Independent Research GEOG 4084 Geography Capstone	
Three of the following	12
GEOG 4562 Airphoto Interpretation & Photogrammetry GEOG 4564 Contemporary Remote Sensing Applications GEOG 4753 Contemporary GIS Applications GEOG 4755 GIS Database Design GEOG 4757 Programming & Customization in GIS GEOG 4893 Practicum in GIS	
3000/4000 level hours from GEOG, GEOL CS, POLS, MGNT, or CISM	12
Minor and/or electives	15-21

* If not taken in Area D

If not taken in Area D or F

Course View (Read Only)

Attachments

Current File: GEOG4985CourseAddition.pdf

Originator

Geosciences Department
Department

College of Science and Mathematics
College

Walter, Andy
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

GEOG 4985 Special Topics in Geography
Prefix Number Course Title

A course focusing on specialized, timely, or advanced topics in geography.

Course Catalog Description

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

Prerequisites

None

Corequisites

Rationale

This course will be used for one-off course topics and pilot editions of courses under consideration for permanent addition to the GEOG catalog of courses.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Empty comment box

Attachments

Current File: GEOG4985CourseAddition.pdf

College Approvals

James R. Mayer [APPROVED 2016-11-10]

Chair, Course Department

Gregory T. Payne [APPROVED 2016-11-21]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

COURSE ADDITION

GEOG 4985 Special Topics in Geography

RATIONALE: This course will be used for one-off course topics and pilot editions of courses under consideration for permanent addition to the GEOG catalog of courses.

<u>Name</u>	Special Topics in Geography
<u>New description</u>	A course focusing on specialized, timely, or advanced topics in geography.
<u>Prerequisite</u>	GEOG 1013 or GEOG 1112 or GEOG 1113 or GEOG 2553

Course View (Read Only)

Attachments

Current File: 2030 Syllabus.docx

Originator

Biology Department
Department

College of Science and Mathematics
College

Duckett, Erin
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

BIOL 2030 Medical Microbiology
Prefix Number Course Title

Medical microbiology is a course designed for nursing and other allied health persons and is intended to introduce the student to the basic concepts and practices of microbiology, especially with regard to health and human disease. Lecture portions of the course will address the basic biology of microorganisms, pathogenic mechanisms, host defense and immunity, and microorganisms and human diseases. This course is not intended for biology or other laboratory science majors and cannot be used for credit toward those degrees. Students must enroll in BIOL 2030L in the same term.

Course Catalog Description

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

Prerequisites

CHEM 1151 Minimum Grade: C and CHEM 1151L Minimum Grade: C (or CHEM 1151K minimum grade: C) and CHEM 1152 Minimum Grade: C and CHEM 1152L Minimum Grade: C (or CHEM 1152K minimum grade: C)
Or
CHEM 1211 Minimum Grade: C and CHEM 1211L Minimum Grade: C (or CHEM 1211K minimum grade: C) and CHEM 1212 Minimum Grade: C and CHEM 1212L Minimum Grade: C (or CHEM 1212K minimum grade: C)
Or
BIOL 1107 Minimum Grade: C and BIOL 1107L Minimum Grade: C and BIOL 1108 Minimum Grade: C and BIOL 1108L Minimum Grade: C
Or
BIOL 2107 Minimum Grade: C and BIOL 2107L Minimum Grade: C and BIOL 2108 Minimum Grade: C and BIOL 2108L Minimum Grade: C

Corequisites

BIOL 2030L

Rationale

Previous pre-requisites did not include CHEM 1151K and 1152K as an acceptable prerequisite, which it is.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 168

Comments

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Attachments

Current File: 2030 Syllabus.docx

College Approvals

Christopher Tabit [APPROVED
2016-10-26]

Chair, Course Department

Gregory T. Payne [APPROVED
2016-11-21]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Medical Microbiology Lecture Syllabus (BIOL 2030)

Instructor Contact Information and Office Hours

Mrs. Duckett, M.S.

Department of Biology

University of West Georgia

E-Mail: educkett@westga.edu

Description and Learning Objectives of Course

This course is designed for **nursing** and other allied health persons. It is intended to introduce students to the basic concepts and practices of microbiology, especially with regard to health and human disease. Lecture portions of the course will address the basic biology of microorganisms, pathogenic mechanisms, host defense and immunity, and microorganisms and human diseases.

- This course is **not** intended for biology or other laboratory science majors and cannot be used for credit toward those degrees.
- This course **must** be taken concurrently with BIOL 2030L.

Pre- and Corequisite

Prerequisite: A grade of "C" or better in one of the following:

BIOL 1107/1107L AND BIOL 1108/1108L: Grade of C or better

OR

BIOL 2107/2107L AND BIOL 2108/2108L: Grade of C or better

OR

CHEM 1151/1151L AND 1152/1152L: Grade of C or better

OR

CHEM 1151K AND 1152K: Grade of C or better

Corequisite: BIOL 2030L

Textbook and Reading Assignments

Text Title: *Burton's Microbiology for the Health Sciences*

Edition: 10th edition

Authors: Paul G. Englekirk and Janet Duben-Engelkirk

Publishers: Lippincott Williams & Wilkins (LWW)

ISSBN-13: 978-1-4511-8632-1

ISSBN-10: 1-4511-8632-0

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, Notebooks, and Final Grades

- There are 6 exams worth 100 points each.
- The number of questions per exam may vary, but each exam will always be worth 100 points.
- Exams will consist of questions in multiple choice/true or false formats.
- You must use the larger Scantron form (#229633) for each exam. You will need 6 total for the semester.
- If a student is absent on the day of an exam, the exam cannot be made up unless the student provides the instructor with a valid, written excuse within a period of 24 hours. **Communicate with me ASAP!**
- Exam 6 is the Final Exam. **There will NOT be a comprehensive final; just a last exam.**
- You will be responsible for keeping a notebook for this class that will be turned in the day of each exam.
 - You will have to provide this notebook on your own (spiral bound notebook will do)

- Each notebook grade will be worth 10 points totaling 60 points including your notebook grade for the final exam
- When you turn on your notebooks after the final exam, it will not be given back
- There are 660 points possible for the lecture.
- 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

DO NOT ASK ME “WHAT’S GOING TO BE ON THE EXAM?” You must ask me specific questions pertaining to the material. If you know the material, then you should not ask me what’s going to be on the exam.

1. Read the textbook before coming to lecture!!!
2. Attend every lecture.
3. Take detailed notes during lecture.
4. Ask questions during lecture. Raise your hand though.
5. After lecture, review the text and organize your notes.
6. Use the study aids at the end of each chapter and on the CD.
7. Discuss the material with classmates.
8. Spend at least 6 hours per week studying for this course.
9. See the instructor during office hours if anything is unclear.

CLASSROOM GUIDELINES

- Attendance is considered mandatory.
- Talking amongst students is not allowed once I begin lecturing
 - If talking continues, I will tell you to leave the lecture hall as this is extremely disruptive to students around you
- If you have questions during lecture, please raise your hand as opposed to blurting out the question while I am still speaking
- Students must put away cell phones and be sure they are on at least silent during lecture
 - It is extremely rude to you, the people around you, as well as the instructor if you are constantly on your phone

COURSEDEN

Periodically, announcements containing important information regarding lecture and/or lab will be sent to the entire class. Thus, it is your responsibility to check Courseden for messages at least once every 24 hours. If you experience problems with Courseden, you may seek assistance M-F online distance@westga.edu or by phone 678-839-6248. In addition, 24/7 assistance is available, 365 days a year at 1-800-588-5293.

Academic Integrity

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

LECTURE NOTES:

I will **not** provide access to my lecture notes other than you physically writing notes during class (i.e. I will not give out copies of notes during class nor will I provide them on CourseDen). You will have to attend lecture to take notes. **No photographs of notes during class will be allowed.** Students caught doing this will be told to leave class.

CONVERTING COURSE TO HONORS:

I allow this lecture to be converted to Honors. If you wish to do so, you will be graded on an alternate grading scale: 95-100 = A; 90-94.9 = B; 85-89.9 = C; 80-84.9 = D; <80 = F

EXTRA CREDIT / CURVING OF GRADES

No extra credit allowed; curving of grades is **NOT** an option – an 89.9 is a B, not an A. Never ask me for extra credit or a grade curve – the answer will be NO

CHEATING

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

STUDY GUIDES:

I never have nor will I ever provide study guides for this class; **DO NOT ASK!** You are in college now; create your own study guide using your notes and information from the textbook.

OFFICE HOURS:

If you have questions or concerns see me during **office hours**. Immediately after class in the classroom are not office hours. I get too bombarded with students after class; therefore, I will turn you away. You will need to see me/set up a time during office hours for discussion.

EMAIL ETIQUETTE:

If you email me or another professor, be sure to **address recipient, state your name, student ID number**, also the **specific class** with the **section number**. Professors often teach multiple classes/multiple classes with multiple sections. The **more information** about a student I receive in the initial email, the **faster** I can get back to you. **Do not use text speak** (i.e. "r" "u"). Emails to professors should be formal; you never know when/if you will have this professor again in the future and first impressions are important. Never end or begin email with, "Please get back to me soon." This is rude and presumptive. **Professors receive and answer numerous emails** throughout the day, and are often teaching or conducting research. He/she will get back to you as soon as he/she can. If it is a **complicated question/situation**, set up a **time during office hours** rather than discuss this through email.

Proofread your emails. You want to display a level of professionalism when attempting to communicate with your professor. If you have class specific questions, **look this information up in the syllabus first!** More than likely you will find your answer there. If you email me a question to which the answer can be found in the syllabus, I will **not** email you back. Never email a professor asking for your **current grade**. It is illegal for us to email grades to students and also discuss grades over the phone. You usually will be able to determine your grade on your own, if not, set up a time during office hours to discuss your grade.

PARENTS/GUARDIANS:

It is **illegal** for **parents/guardians** to contact me regarding anything having to do with you (see FERPA). I legally cannot have any contact with parents/guardians.

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.

Student Athletes

If a sporting event falls on a lecture or exam day, this does not mean you are excused from that day's lecture or exam. You must communicate your absence to the instructor and if you are missing an exam you must reschedule that exam with the instructor. If you miss a lecture, it is still your responsibility to learn the material you have missed. I do not treat student athletes different from any other student; to do so would be unfair. Communicate with me!

Students in Social Organizations

You are not excused from missing class, leaving class early, or missing an exam to attend events for any prospective social organization. I do not treat students in social organizations different than any other student; to do so would be unfair. Communicate with me!

Students with Children

If you have children, please be aware that I cannot accept a sick note from a doctor for your child as an excuse for your own absence from class or a missed exam. If you miss a lecture/exam it is still your

responsibility to learn the material you have missed. I do not treat students with children any different from other students; to do so would be unfair. Communicate with me

Medical Microbiology (BIOL 2030) Schedule

Date	Day	Lecture/Exam Schedule
		Syllabus
		Ch. 1: Microbiology The Science
		Ch. 2: Viewing the Microbial World
		Ch. 3: Cell Structure
		Exam #1: Ch. 1-3
		Ch. 4: Microbial Diversity: Acellular and Prokaryotic Microbes
		Ch. 5: Microbial Diversity: Eukaryotic Microbes
		Ch. 6: Biochemistry: The Chemistry of Life
		Ch. 6: Biochemistry: The Chemistry of Life
		Exam #2: Ch. 4-6
		Ch. 7: Microbial Physiology and Genetics
		Ch. 8: Controlling Microbial Growth in vitro
		Ch. 9: Controlling Microbial Growth in vivo Using Antimicrobial Agents
		Ch. 10: Microbial Ecology
		Exam #3: Ch. 7-10
		<i>Last Day to Withdraw with Grade of "W"</i>
		Ch. 11: Epidemiology and Public Health
		Ch. 11: Epidemiology and Public Health
		Ch. 12: Healthcare Epidemiology
		Ch. 12: Healthcare Epidemiology
		Ch. 13: Diagnosing Infectious Diseases
		Exam #4: Ch. 11-13
		Ch. 14: Pathogenesis of Infectious Diseases
		Ch. 14: Pathogenesis of Infectious Diseases
		Ch. 15: Nonspecific Host Defense Mechanisms
		Ch. 16: Specific Host Defense Mechanisms: An Intro. To Immunology
		Ch. 16: Specific Host Defense Mechanisms: An Intro. To Immunology
		Exam #5: Ch. 14-16
		Ch. 17: Overview of Infectious Disease
		Ch. 18: Viral Infections
		Ch. 19: Bacterial Infections
		Exam #6: Ch. 17-19

This schedule is tentative and may change. I will notify you via CourseDen if such event occurs.

Course View (Read Only)

Attachments

Current File: CHEM 2455 - Syllabus - Senate.doc

Originator

Chemistry Department

Department

College of Science and Mathematics

College

Basu-Dutt, Sharmistha

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

CHEM 2455 Principles of Organic Chemistry

Prefix

Number

Course Title

Comprehensive one semester course that emphasizes those aspects of organic chemistry that are relevant to the study of biology. Whenever possible, correlations to biological molecules, medicine and disease will be made. Will cover fundamentals of contemporary organic chemistry including electronic structure, stereochemistry, and reactions of carbonyl and carboxylic acid derivatives. This one semester course will adequately prepare students for biochemistry courses. Will not fulfill the organic chemistry requirement for chemistry majors.

Course Catalog Description

3

Lec Hrs

0

Lab Hrs

3

Credit Hrs

Summer - 2017

Effective Term

Every Term

Frequency

Letter Grade

Grading

Prerequisites

C or better in CHEM 1212 and 1212L or their equivalent

Corequisites

2455L

Rationale

Many Biology majors are required to only take one semester of Organic Chemistry I (CHEM 2411). Carbonyl chemistry, the most useful organic functional group for biologists, is excluded from this course and covered in the second semester of Organic Chemistry II (CHEM 3422). The Chemistry department wants to offer Biology majors an option of taking Organic Chemistry that is more relevant for their major and career as well as provide them with a good foundation of carbonyl chemistry to adequately prepare them for biochemistry courses.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 150

Comments

Empty comment box

Attachments

Current File: CHEM 2455 - Syllabus - Senate.doc

College Approvals

Sharmistha Basu-Dutt [APPROVED 2016-11-08]

Chair, Course Department

Gregory T. Payne [APPROVED 2016-11-21]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Principles of Organic Chemistry CHEM 2455

Catalog Description:

Comprehensive one semester course that emphasizes those aspects of organic chemistry that are relevant to the study of biology. Whenever possible, correlations to biological molecules, medicine and disease will be made. Will cover fundamentals of contemporary organic chemistry including electronic structure, stereochemistry, and reactions of carbonyl and carboxylic acid derivatives.

This one semester course will adequately prepare students for biochemistry courses. Will not fulfill the organic chemistry requirement for chemistry majors.

Prerequisites:

Grade of C in CHEM 1212 & CHEM 1212L (or their equivalents). Co-requisite: CHEM 2455L

Textbook: Soderberg Organic Chemistry with a Biological Emphasis (This book is a freely-distributed book.)

Learning Outcomes: Upon completion of CHEM 2455, students will be able to:

1. Identify the various organic functional groups present in the structure of an organic molecule.
2. Give the correct name of an organic compound when provided the structure of the compound, and give the correct structure of a compound when provided the name.
3. Understand basic concepts of structure and bonding in organic compounds, including constitutional isomerism, stereoisomerism, conformational analysis, and structural effects on the physical and chemical properties of organic compounds.
4. Apply fundamental chemical principles including: thermodynamics, kinetics, and acid-base behavior to explain the chemical behavior and reactivity of organic compounds.
5. Demonstrate specific knowledge of the nomenclature, synthesis, reactions and chemical properties of aldehydes, ketones, carboxylic acids, carboxylic acids derivatives, and amines.
6. Predict the product(s) of an organic reaction(s) consisting of one or several steps, correctly taking into account aspects of stereo-, regio-, and chemoselectivity.

Grading:	Clicker Quizzes (one at start of each lecture)	4.5%
	Clicker Participation (CP) during each lecture	2.5%
	Problem Sets	4.86%
	Online homework	4.8%
	Exams: 9/1, 9/22, 10/20, 11/15	66.67%
	Final Exam – Thursday, December 8, 11-1 pm	16.67%
		100 %

Grading Scale: A: 100-85; B: 84-75; C: 74-60; D 59-50; F: 49-0%

UWG Website – Important Information for all STUDENTS to read

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

Course Outline

- 1) Orbitals and Hybridization
- 2) Lewis Structures and Formal Charges
- 3) Functional groups
- 4) Resonance
- 5) Noncovalent interactions
- 6) Conformations
- 7) Stereoisomerism
- 8) Acids and Bases
- 9) Energy Diagrams
- 10) Nucleophilic carbonyl addition reactions
 - Hemiacetals, acetals (glycolytic bonds)
 - Imine (Schiff base)
 - Oxidation and reduction
- 11) Acyl substitution reactions
 - Carboxylic acids and Carboxylic acid derivatives
 - Acyl phosphates
 - Thioesters
 - Esters
 - Amides and peptide bonds
 - Oxidation and reduction
- 12) Reactions with stabilized carbanion intermediates
 - Aldol
 - Carboxylation and decarboxylations

Course View (Read Only)

Attachments

Current File: CHEM 2455L - Syllabus - Senate.doc

Originator

Chemistry Department

Department

College of Science and Mathematics

College

Basu-Dutt, Sharmistha

Originator

What would you like to do?

Add New Course
 Modify Existing Course
 Delete Existing Course

Modifications

Prerequisites
 Corequisites
 Description
 Title
 Credit
 See Comments

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

CHEM

Prefix

2455L

Number

Principles of Organic Chemistry Lab

Course Title

The purpose of this course is to apply the knowledge obtained in Principles of Organic Chemistry lecture to problem solving in the laboratory. Students will develop good laboratory techniques, including: isolate and purify organic substances, characterize substances prepared by physical means, correlate the physical properties of organic substances with their molecular structure, work safely, take data carefully, record relevant observation, use time effectively, and assess the efficiency of experimental methods.

Course Catalog Description

0

Lec Hrs

3

Lab Hrs

1

Credit Hrs

Summer - 2017

Effective Term

Yearly

Frequency

Letter Grade

Grading

Prerequisites

C or better in CHEM 1212 and 1212L

Corequisites

CHEM 2455

Rationale

This new lab course will provide a hands-on experience with organic chemistry principles and concepts discussed in Principles of Organic Chemistry (CHEM 2455) lecture. The course is designed to show the relevance of organic chemistry in a biological context.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 150

Comments

Attachments

Current File: CHEM 2455L - Syllabus - Senate.doc

College Approvals

Sharmistha Basu-Dutt [APPROVED
2016-11-10]

Chair, Course Department

Gregory T. Payne [APPROVED
2016-11-21]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Principles of Organic Chemistry Lab

CHEM 2455L

Course Material:

- Course Pack – Principles of Organic Chemistry Laboratory Manual
- **Safety glasses** are to be worn at all times and can be purchased (\$5) the first day of lab.

Please Note: This course should be taken with CHM 2455, which is a co- or pre-requisite. This means that if you drop the lecture class you should also drop the lab.

Objectives: To apply the knowledge obtained in CHEM 2455 lecture to problem solving in the laboratory. Students will develop good laboratory techniques, including: isolate and purify organic substances, characterize substances prepared by physical means, correlate the physical properties of organic substances with their molecular structure, work safely, take data carefully, record relevant observation, use time effectively, and assess the efficiency of your experimental method.

Learning Outcomes

1. Demonstration of a working knowledge of organic laboratory techniques for synthesis and characterization by successfully completing laboratory assignments.
2. To communicate organic chemistry with clarity. Attainment of this learning outcome will be reflected by the students' abilities to:
 - Follow oral and written instructions to successfully complete laboratory assignments.
 - Record and analyze data, and discuss the outcomes of each experiment with clarity.
 - Write formal laboratory report as chemists write.

Tardiness / Missed Lab: Lab attendance is mandatory. Unexcused absences will result in a grade of zero. Make-up labs will be permitted only with a valid excuse and subject to availability. You must email me if you need to miss lab. At the beginning of each laboratory we will discuss the laboratory. You must be present. Lateness will be penalized by deduction from the grade for that lab.

Safety: The hazards encountered in CHEM 2455L are significantly higher than those encountered in CHM 1211 and 1212. You should be aware of safety hazards associated with each experiment before you begin work. Read the experiment and review MSDS safety information on hazardous chemicals before starting each experiment. The safety contract handed out on the first day of lab must be completed, signed, and turned in before you will be allowed to begin experimental work. Students with known conditions (i.e. respiratory problems, allergies, pregnancy, etc.) should consult with the instructor for special precautions.

During the lab: Most labs are to be performed individually at your designated work place.

After the lab: Clean up your lab bench, clean apparatus and put everything back in your drawer (thermometer, clamps, etc.). Complete the data-sheets (where appropriate) in a legible, tidy manner and answer the assigned post-lab questions.

Reports: Laboratory reports and answers to the post-lab questions are to be turned in at the **beginning** of your next scheduled lab class after the lab is completed. The majority of the labs will require a completed data-sheet and post-lab questions. **Scientific report writing is a critical skill.** You will write formal reports for at least one experiment. Specific information on writing reports will be provided to you. Be sure to refer to this information before you start writing. If you have any questions regarding reports, talk to your instructor. Late reports will incur a penalty for each day the report is late (5 points for each day it is late 1st time, 10 points each day for the 2nd time, etc....).

Academic Misconduct: Honesty in reporting results is one of the essential characteristics of your laboratory work. Any form of academic dishonesty or misconduct will be penalized to the fullest extent possible, including a grade of zero for the assignment or grade of F for the entire course, or in a serious case, expulsion from the university. **Falsifying data** includes (but is not limited to) fabrication of data for lab work you did not do, and changing poor data to better-looking data. Little of your grade depends on getting "good" quantitative results; you will be more severely penalized for misrepresenting results than for honestly reporting "poor" results. For lab reports (including formal reports), **you must write your own report as an individual work, and copying ANY part of other people's work is considered a serious academic misconduct.** This includes (but not limited to) experimental procedure, data, tables, reaction equation and mechanisms, discussion and conclusions, and answers to prelab/postlab questions. The grade obtained for such reports will be zero for both the one who copied and the one who let the other copy. Any type of cheating for the final exam will result in a grade F for the entire course.

Grades:

Instructor points: 5%

Online Environmental Health & Safety Training: 5%

On-line prelab quizzes: 10%

Experiments: 60%

Lab Final Exam: 20%

Grading Scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, <59 F

Online Environmental Health & Safety test: Completed the following two programs @ <http://www.usg.edu/facilities/resources/training/> **by the second lab period.**

1. [Right-To-Know Basic Awareness with the Global Harmonized System](#)
2. [Hazardous Waste Awareness](#)

*At the end of each online training, a Certificate will be displayed. Instead of printing them, please save the screen image as "Basic_Your-last-name" or "Hazardous_Your-last-name" (with your own last name), and deposit the pictures to the dropbox in CourseDen. This way we will reduce paper consumption. The record of completion will also be sent to UWG Risk Management office, and the completion will be confirmed. If you have completed these RTK training earlier this academic year and can present the evidence, you may do so.

Instructor points: This list is not exhaustive, but it will help you get a good idea of what instructor points means. Some points are more important than the other ones and in some cases missing one of them can actually reduce your instructor points to zero.

It includes:

- * Did you read the lab before class?
- * Do you respect the safety rules?
- * Work within the time assigned
- * Independent student
- * Is your lab report ready when you step in the lab?
- * Are you doing what you are supposed to do and only what you are supposed to?
- * Do you behave respectfully with the instructor, teaching assistant and other students?

More policies:

- Follow all the safety rules described in the Safety Contract. Especially be mindful of the following:
 - You must wear safety glasses all the time. If you were found not wearing safety glasses, you could be expelled from the lab. I will strictly enforce this policy all year long.
 - Make sure to wear closed-toe shoes all the time during the lab. If you wear any open-toed shoes, you are not allowed to do a lab and you will receive a grade of zero.
- **The use of cell phones and any electronic devices is forbidden at any time during the lab period.** Exception is when a use of a stopwatch or timer function for specified experiments only.
- **The time required to perform the experiment is usually 3 hours, if you leave before the end of the lab, you must have all the data proving that you have actually performed the experiment and you must ask me if it is OK for you to leave.** Any failure of respecting this policy will result in you being expelled of the lab for the day, as well as a grade of zero for the experiment.

UWG Website – Important Information for all STUDENTS to read

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

LABORATORY SCHEDULE

<i>Lab #</i>	<i>Experiment</i>	<i>Report</i>
	Check in, Safety	
1	Melting Points	Prelab quiz + Post-lab
2	Recrystallization of an Unknown Solid	Prelab quiz + Post-lab
3	Molecular Modeling	Prelab quiz + worksheet
4	Thin Layer Chromatography (TLC)	Prelab quiz + Post-lab
5	Column Chromatography: Separation of Plant Pigments (Amino acids + ninhydrin)	Prelab quiz + Post-lab
6	Acid-Base, Liquid-Liquid Extraction: Separation of a mixture of carboxylic acid, phenol and a neutral compound	Prelab quiz
7	Continuation	Prelab quiz + Post-lab
8	Aldehydes and Ketones	Prelab quiz + Post-lab
9	Hydride Reduction of Ketone	Prelab quiz, Post-lab
10	Biodiesel, preparation of soap	Prelab quiz + Post-lab
11	Synthesis of phenacetin from acetaminophen Synthesis of Aspirin Test for carbohydrates	Prelab quiz + worksheet
	Check out and final exam.	

Course View (Read Only)

Attachments

Current File: CHEM 3523 - Syllabus - Senate.doc

Originator

Chemistry Department
Department

College of Science and Mathematics
College

Basu-Dutt, Sharmistha
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

CHEM 3523 Structure, Bonding and Reactivity
Prefix Number Course Title

This course applies wave-mechanical models of bound electrons to account for the electronic structure of atoms via orbital theory and how it is used to explain the similarities/differences in the behavior of various elements in the periodic table. This is followed by the building of numerous molecular systems via applying Molecular Orbital Theory with Group Symmetry. Orbital theory will be applied in interpreting/predicting the electronic interaction with light, chemical reactivity, and kinetic behavior in reaction mechanisms of various organic molecular systems.

Course Catalog Description

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

Prerequisites

(C or better in PHYS 1112 or PHYS 2112) and (C or better in CHEM 3422) and (C or better in MATH 2644)

Corequisites

Rationale

The department is incorporating curriculum changes outlined by the American Chemical Society (ACS) in our ACS certified track. Currently students on this track take two semesters of Physical Chemistry (CHEM 3521 and 3522). CHEM 3521 has stringent math pre-req that biologically-focused students are not interested to take or they lack the necessary mathematical background to be successful in the course. We are adding CHEM 3523 to encourage these students to have an opportunity to understand the physical basis of chemical systems using a qualitative and visual approach. With this new course, our ACS-track students will have more flexibility to complete two semesters of Physical Chemistry.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 24

Comments

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Attachments

Current File: CHEM 3523 - Syllabus - Senate.doc

College Approvals

Gregory T. Payne [APPROVED
2016-11-21]

Coordinator, COSM Curriculum Committee

Sharmistha Basu-Dutt [APPROVED
2016-11-08]

Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Cale Self [APPROVED 2016-12-01]

Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]

Final Approver

Structure, Bonding, and Reactivity

CHEM-3523 (Spring Semester)

(Course PreReqs: Physics I and II, Organic I and II, and Calculus I and II)

Purpose: This course applies wave-mechanical models of bound electrons to account for the electronic structure of atoms via orbital theory and how it is used to explain the similarities/differences in the behavior of various elements in the periodic table. This is followed by the building of numerous molecular systems via applying Molecular Orbital Theory with Group Symmetry. Orbital theory will be applied in interpreting/predicting the electronic interaction with light, chemical reactivity, and kinetic behavior in reaction mechanisms of various organic molecular systems.

Learning Outcomes: Each student will acquire a basic understanding of the quantum mechanical modeling of multi-electron atoms and apply it in bonding theories (e.g. *Molecular Orbital Theory* with *Group Symmetry*) to build molecular systems. By use of bonding theories, the student will be able to generate qualitative orbital energy diagrams for various molecular systems and use them to account for their electronic behavior (interaction with light) and chemical reactivity. The student will be able to use orbital theory to elucidate organic reaction mechanisms in terms of (i) conserving orbital symmetry, (ii) Lewis Acid (Lowest Unoccupied Molecular Orbital) and Lewis Base (Highest Occupied Molecular Orbital) molecular interactions, and (iii) accounting for stable molecules versus reactive intermediates.

Instructor:	Dr. Spencer Slattery
Phone:	(678) 839-6016
Email:	sslatt@westga.edu (You must use your MyUWG address)
Office Hours:	TBA; Room (2128)
Class Meetings:	TBA
Location:	TLC Building (Room 2105)
Text:	Reading Material will be provided.
Note:	General Chemistry, Organic, Inorganic, Physics, and Physical Chemistry texts will be helpful for understanding the topics in this course.

Evaluation: Your *course grade* will be computed as shown below.

A (90 - 100%); B (80 - 89%); C (70 - 79%); D (60 - 69%)	Percent of Total
*Exam #1 (Atomic Structure & Periodic Trends)	22%
*Exam #2 (Molecular Orbital Theory & Group Symmetry)	22%
*Exam #3 (Interactions between Light & Matter)	22%
*Exam #4 (Chemical Reactivity & Reaction Mechanisms)	22%
Homework	12%
Total	100%

Examinations

There will be four examinations along with homework assignments. The date of each test will be announced approximately two weeks in advance. **Cheating will not be tolerated. Any infraction will be taken before the disciplinary committee and played out to the fullest extent.**

UWG Website – Important Information for all STUDENTS to read

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

CORRESPONDENCE

Please use your “myUWG” or “CourseDen” e-mail account for all written communication. E-mails from other service providers (aol, gmail, hotmail, yahoo) will be ignored.

Topics to be covered!

I. Atomic Structure

- A. Particle (Bohr) & Wave Mechanical Model of Single Electron Systems*
- B. Wave Mechanical Approximation of Multi-electron Systems*
- C. Periodic Trends based on Wave Mechanical Model*
- D. Atomic Spectroscopic and Term Symbols (ground vs excited state)-*

II. Valence Bond Theory

- A. Lewis Dot Structure (geometry, resonance, & formal charge)*
- B. Electronegativity & Bond Polarity*
- C. Valence Bond Theory and its Limitations*

III. Molecular Orbital Theory

- A. Valence Bond Theory vs Molecular Orbital Theory*
- B. Molecular Orbital Theory applied to Homo-Diatomic Systems*
- C. Molecular Orbital Theory applied to Hetero-Diatomic Systems*
- D. Molecular Orbital Theory applied to Triatomic Systems*

IV. Molecular Orbital Theory with Group Symmetry and its Applications

- A. Symmetry Elements, Operators, & Character Tables*
- B. Molecular Orbital Energy Diagrams for Triatomic Systems*
- C. M.O. Energy Diagrams beyond Triatomic Systems*
- D. Photo-Physics: Molecular Spectroscopy & Selection Rules*
- E. Photo-Physics vs Photo-Chemistry*

V. Applying Orbital Theory in Chemical Kinetics and Rxn Mechanisms

- A. Energy Barrier between Reactants and Products*
- B. Lewis Acid (L.U.M.O.) and Lewis Base (H.O.M.O.) Reactions*
- C. Applying Orbital Theory to account for SN1 verses SN2 Reactions*
- D. Stable Molecules versus Reactive Intermediates in Rxn Mechanisms*
- E. Conserving Orbital Symmetry in Pericyclic Reactions (e.g. Diels-Alder Rxns)*
- F. Woodward-Hoffman Rules*

College Approvals
<p>Lisa Gezon [APPROVED 2016-09-26] Chair, Course Department</p>
<p>Kathleen Skott-Myhre [APPROVED 2016-11-29] Coordinator, COSS Executive Committee</p>

Other Approvals
<p>Cale Self [APPROVED 2016-12-01] Chair, Undergraduate Programs Committee</p>
<p>Julia Farmer [REQUIRED] Chair of the Faculty Senate</p>

Final Approval
<p>David Jenks [REQUIRED] Final Approver</p>

Addendum III: Graduate Programs Committee

Course View (Read Only)

Attachments

Current File: MATH 5653 v3.pdf

Originator

Mathematics Department
Department

College of Science and Mathematics
College

Hoang, Nguyen
Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

MATH 5653 Problem solving 1: Counting and Combinatorics
Prefix Number Course Title

The goal of this course is to expose students to middle and high school mathematics contest problems and to help them discover efficient problem solving strategies. After students learn the basic results and tools in a particular topic, they are invited to solve typical problems, where hints will be provided by the instructor as needs be. Students will gradually be introduced to various classical mathematical problem-solving strategies.

Course Catalog Description

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

Prerequisites

MATH 3003 or MATH 3243

Corequisites

Rationale

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 20

Comments

Empty comment box

Attachments

Current File: MATH 5653 v3.pdf

College Approvals

Gregory T. Payne [APPROVED 2016-09-07]

Coordinator, COSM Curriculum Committee

Amin Boumenir [APPROVED 2016-08-10]

Chair, Course Department

Other Approvals

Matt Varga [APPROVED 2016-11-29]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

MATH 5653 Problem Solving 1: Counting and Combinatorics

Credits: 3

Prerequisite: MATH 3003 or MATH 3243 or permission of instructor

Text: A First Step to Mathematical Olympiad Problems (Mathematical Olympiad Series) by Derek Holton, ISBN-13: 978-9814273879.

References: Problems of Number Theory in Mathematical Competitions (Mathematical Olympiad Series) by Yu Hong-bing, ISBN-13: 978-9814271141.

Combinatorial Problems in Mathematical Competitions (Mathematical Olympiad) by Yao Zhang, ISBN-13: 978-9812839497.

How to solve it: A new aspect of mathematical methods by George Polya and John Conway. The art of Problem Solving, Vol. 1 and 2 by Sandor Lehoczky and Richard Rusczyk.

Course Description: This is the first problem solving course in the area of counting and combinatorics. It is to expose students to middle and high school mathematics contest problems and to help them discover efficient problem solving strategies in counting. After they learn the basic results and tools in a particular topic in number theory, they are invited to solve typical problems, where hints will be provided by the instructor as needs be. Students will gradually be introduced to various classical problems.

Topics:

1. Fundamentals of counting
2. Counting and probability
3. Pigeonhole principle
4. Sequences and series
5. Proofs by Induction
6. Number theory

Learning Outcomes: The students are expected to be able

1. to use the pigeonhole principle
2. to use Fermat's little theorem to solve related problems
3. to solve simple Diophantine equations
4. to use divisibility criteria
5. to construct proofs by contradictions and by induction
6. to solve congruence equations

Grading: Grades will be based on accuracy, originality, simplicity of the solution, and meeting deadlines.

Homework 40%, Assignments 20%, Tests 40%.

COMMON LANGUAGE FOR COURSE SYLLABI

Students, please carefully review the following information at the link

<https://www.westga.edu/student-services/counseling/assets-counseling/docs/common-language-for-course-syllabi.pdf>

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Course View (Read Only)

Attachments

Current File: math 6663 edited2-2.pdf

Originator

Mathematics Department
Department

College of Science and Mathematics
College

Hoang, Nguyen
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

MATH 6663 Problem Solving 2: Geometry and Graphs
Prefix Number Course Title

The goal of this course is to expose students to middle and high school mathematics contest problems and to help them discover efficient problem solving strategies. After students learn the basic results and tools in a particular topic, they are invited to solve typical problems, where hints will be provided by the instructor as needs be. Students will gradually be introduced to various classical mathematical problem-solving strategies.

Course Catalog Description

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

Prerequisites

MATH 3003 or MATH 3243

Corequisites

Rationale

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Empty text area for comments.

Attachments

Current File: math 6663 edited2-2.pdf

College Approvals

Gregory T. Payne [APPROVED 2016-09-07]

Coordinator, COSM Curriculum Committee

Amin Boumenir [APPROVED 2016-08-10]

Chair, Course Department

Other Approvals

Matt Varga [APPROVED 2016-11-29]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

MATH 6663 Problem Solving 2: Geometry and Graphs

Credits: 3

Prerequisite: MATH 3003 or MATH 3243 or permission of instructor.

Text:

1. A Second Step to Mathematical Olympiad Problems (Volume 7) by Derek Allan Holton, ISBN-13: 978-9814327879.
2. Graph Theory (Mathematical Olympiad Series) by Bin Xiong, ISBN-13: 978-9814271127.
3. Euclidean Geometry in Mathematical Olympiads by Evan Chen, ISBN-13: 978-0883858394.

References: How to solve it: A new aspect of mathematical methods by George Polya and John Conway. The art of Problem Solving, Vol. 1 and 2 by Sandor Lehoczky and Richard Rusczyk.

Course Description: This is the second course in problem solving and mainly covers the area of geometry and graph theory. The goal of this course is to expose students to middle and high school mathematics contest problems in geometry which require proofs and constructions. After they learn the basic results and tools in a particular topic in geometry or graph theory, they are invited to solve typical problems, where hints will be provided by the instructor as needs be. Students will gradually be introduced to various classical problems-solving strategies.

Topics:

1. Proofs in geometry
2. Cartesian geometry
3. Construction problems
4. Graphs, chessboards, and coloring
5. Eulerian path

Learning Outcomes: The students are expected to

1. Be able to solve Eulerian trails.
2. Be able to evaluate degree of vertices of a graph.
3. Be able to solve Hamiltonian paths.
4. Understand and be able to use Euler's theorem.
5. Be able to prove equalities and inequalities of triangles.
6. Be able to construct proofs by induction and contradictions.

Grading: Grades will be based on accuracy, originality, simplicity of the solution, and meeting deadlines.

Homework 40%, Assignments 20%, Tests 40%.

COMMON LANGUAGE FOR COURSE SYLLABI

Students, please carefully review the following information at the link

<https://www.westga.edu/student-services/counseling/assets-counseling/docs/common-language-for-course-syllabi.pdf>

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Program View (Read-Only)

Attachments

Current File: New Graduate programs proposal - Teaching.pdf

Originator

College of Science and Mathematics
College

Mathematics Department
Department

Hoang, Nguyen
Originator

What would you like to do?

- Add New Track/Concentration Modify Existing Program Deactivate Existing Program Terminate Existing Program Add New Program

Modifications

- Program Name Program Description Degree Name See Comments

Shared-Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Science and Mathematics
College

Master of Science with a Major in Mathematics
Existing Program (as shown in the DMA)

Track or Concentration (to not specify a track, do not change this field)
Track or Concentration

Master of Science with a Major in Mathematics
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

On Campus
Program Location

Graduate
Degree Level

Master of Science
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Summer 2017
Effective Semester/Year

Modification Details

The Mathematics Department is currently offering a Master of Science with two concentrations: Applied and Teaching. This modification is on the Teaching track.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

Current File: New Graduate programs proposal - Teaching.pdf

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

Amin Boumenir [APPROVED 2016-08-22]

Chair, Course Department

Gregory T. Payne [APPROVED 2016-09-02]

Coordinator, COSM Curriculum Committee

Other Approvals

Matt Varga [APPROVED 2016-11-29]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Graduate Program Proposal

Master of Science in Mathematics with Teaching concentration.

1. Duration

The duration for the degree is from 1 to 2 years. Students can earn a degree in one year if they enroll full-time (4 courses in Fall and Spring semesters and 2 courses in Summer semester).

2. Degree requirements

A candidate for the M.S. Degree with Concentration in Teaching must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include:

- a) 3 required courses (9 credit hours)
- b) 7 elective courses in which at least 4 of them are core courses at 6000 level.

The completion of this program does not lead to any certification.

3. Program Details

<p><u>Core courses</u></p> <ul style="list-style-type: none">• MATH 5653 Problem Solving 1• MATH 6663 Problem Solving 2• MATH 6213 Statistical Methods• MATH 6203 Applied Probability• MATH 6233 Geometry• MATH 6473 Combinatorial Analysis• MATH 6043 Topics in Number Theory• MATH 5013 Numerical Analysis• MATH 6513 Applied Linear Algebra• MATH 6743 Advanced perspective for secondary Mathematics	<p><u>Required courses</u></p> <ul style="list-style-type: none">• MATH 5653 Problem Solving 1• MATH 6663 Problem Solving 2• MATH 6743 Advanced perspective for secondary Mathematics <p><u>Elective courses</u></p> <ul style="list-style-type: none">• At least 12 credit hours (4 courses) from 6000 level Math core courses.• Up to 3 credit hours of 5000 level Math courses• Up to 6 credit hours (2 courses) of 6000 level graduate courses from other departments (subjected to approvals). These 6 credit hours can be substituted by a successful completion of a Master thesis.
--	--

Old Program	Differences in New Program	New Program
<p><u>Elective courses</u></p> <ul style="list-style-type: none"> • MATH 6213 Statistical Methods • MATH 6263 Mathematical Analysis II • MATH 6303 Introduction to Mathematical Control Theory • MATH 6363 Partial Differential Equations • MATH 6403 Signal Processing • MATH 6423 Advanced Modern Algebra II • MATH 6473 Combinatorial Analysis • MATH 6483 Theory of Graphs • MATH 6503 Numerical Methods in Applied Mathematics • MATH 6513 Applied Linear Algebra • MATH 6733 Research in Math Education • MATH 6743 Advanced Perspective on Secondary Mathematics • MATH 6903 BioMathematics • MATH 6982 Directed Readings 	<ul style="list-style-type: none"> • The new program has fewer and different courses 	<p><u>Elective courses</u></p> <ul style="list-style-type: none"> • MATH 6213 Statistical Methods • MATH 6203 Applied Probability • MATH 6233 Geometry • MATH 6473 Combinatorial Analysis • MATH 6043 Topics in Number Theory • MATH 5013 Numerical Analysis • MATH 6513 Applied Linear Algebra
<p><u>Required Courses</u></p> <ul style="list-style-type: none"> • MATH 6233 Geometry • MATH 6253 Mathematical Analysis I • MATH 6413 Advanced Modern Algebra I 	<ul style="list-style-type: none"> • Different courses 	<p><u>Required Courses</u></p> <ul style="list-style-type: none"> • MATH 5653 Problem Solving 1 • MATH 6663 Problem Solving 2 • MATH 6743 Advanced perspective for secondary Mathematics
<p><u>Electives Courses</u></p> <ul style="list-style-type: none"> • 21 credit hours of core courses (7 core courses) 	<ul style="list-style-type: none"> • The new program allows students to take up to 6 credit hours of graduate courses from other departments (subjected to approvals) and up to 3 credit hours of 5000 level Math course 	<ul style="list-style-type: none"> • 12 hours of core courses at 6000 level (4 courses) • Up to 3 hours of 5000 level Math courses (one course) • Up to 6 hours of graduate courses from other Departments subjected approvals from the Graduate committee.
<p><u>Exit Exams</u></p>		

<ul style="list-style-type: none"> • Student take a final comprehensive exam 	<ul style="list-style-type: none"> • Exit exams are not required in the new program 	<ul style="list-style-type: none"> • No exit exams
<p><u>Thesis</u></p> <ul style="list-style-type: none"> • No thesis option 	<ul style="list-style-type: none"> • Thesis option is available in the new program 	<ul style="list-style-type: none"> • Students can choose to write a thesis which substitutes for 6 credit hours of elective courses.
<p><u>Requirements for a Master degree</u></p> <ul style="list-style-type: none"> •! 30 credit hours of 6000 level Math courses consisting of 9 credit hours of required courses and 21 credit hours from core courses. •! Pass comprehensive Exam 		<p><u>Requirements for a Master degree</u></p> <ul style="list-style-type: none"> •! 30 credit hours of graduate courses with a minimum of 18 credit hours of 6000 level Math courses. These 18 credit hours consist of 6 credit hours of required courses and 12 credit hours of 6000 level elective Math courses. •! Up to 6 credit hours graduate courses from other departments subjected to approvals

Addendum IV: Rules Committee

Procedure 2.7.1

UWG PROCEDURE NUMBER: UWG Procedure 2.7.1, Faculty Workload

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.7**, establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the faculty workload procedures.

A. Definitions.

1. *Faculty workload*- includes all faculty activities that contribute to the accomplishment of university-related activities and responsibilities: research, service, and teaching.

B. Faculty Workload Procedure.

UWG Faculty Handbook, section 127:

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes.

127.02 Faculty are expected to assume their fair share of academic advising, program, departmental, school, college, university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities ([4.10 Faculty Overloads and Instructional Staff Responsibilities](#)).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Pursuant to BOR Academic Affairs 3.1 General Policy, BOR Policy 8.2.15, BOR Policy 8.3.12.4, and BOR Academic and Student Affairs Handbook section 4.10:

[3.1 General Policy](#), [8.2.15 Outside Activities](#), [8.3.12.4 Research, Saturday Classes, and Off-Campus Continuing Education](#) and [4.10 Faculty Overloads and Instructional Staff Responsibilities](#).

C. Compliance.

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

Issued by the [title of person charged with writing procedure], ***the*** ____ ***day of*** _____, ***2016.***

Signature, [
Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval_12_1_2016

Proposed Revised Policy

UWG PROCEDURE NUMBER: UWG Procedure 2.7.1, Faculty Workload

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.7**, establishes the following procedures for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the faculty workload procedures.

A. Definitions.

1. *Faculty workload*- includes all faculty activities that contribute to the accomplishment of university-related activities and responsibilities: research, service, and teaching.

B. Faculty Workload Procedure.

UWG Faculty Handbook, section 127:

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes.

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities ([4.10 Faculty Overloads and Instructional Staff Responsibilities](#)).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Pursuant to BOR Academic Affairs 3.1 General Policy, BOR Policy 8.2.15, BOR Policy 8.3.12.4, and BOR Academic and Student Affairs Handbook section 4.10:

[3.1 General Policy](#), [8.2.15 Outside Activities](#), [8.3.12.4 Research, Saturday Classes, and Off-Campus Continuing Education](#) and [4.10 Faculty Overloads and Instructional Staff Responsibilities](#).

C. Compliance.

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, **2016.**

Signature, [
Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval_12_1_2016

Addendum V: Rules Committee

Section 127

127 Faculty Workload

127.01 Faculty are expected to teach a **minimum of** four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned **by the dean** for administrative, research, or other purposes ~~approved by the dean or a lesser load is required to maintain specialized accreditation (e.g., AACSB).~~

127.02 Faculty are expected to assume their fair share of academic advising, ~~registration duties, club sponsorships, and~~ **and program, departmental, school, college, and university committee work.**

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair **or equivalent**, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semester. **Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities (4.10 Faculty Overloads and Instructional Staff Responsibilities).**

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Rules committee approval_12_1_2016

Proposed Revised Policy

127 Faculty Workload

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

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127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semester. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities ([4.10 Faculty Overloads and Instructional Staff Responsibilities](#)).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Rules committee approval_12_1_2016

Addendum VI: Rules Committee
Procedure 2.9.2



UWG PROCEDURE NUMBER: UWG Procedure 2.9.2, Convocation and Commencement Services
Authority: UWG POLICY: UWG Policy 2.9, Service and Professional Responsibilities

The **University of West Georgia faculty**, pursuant to the authority of UWG Policy **2.9**, establishes the following procedures for compliance with UWG Policy **2.9** on **Service and Professional Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the convocation and commencement procedures for faculty.

A. Definitions.

1. *Commencement*- a ceremony during which degrees or diplomas are given to students who have graduated from a school or college.
2. *Convocation*- a meeting of the faculty of a college or university to observe a particular ceremony such as commencement.

B. Convocation and Commencement Services Procedure.

Attendance at convocation and commencement is important to the institution and faculty are expected to attend. Once committed to attend, faculty who need to be excused from convocation and commencement services should get approval from their dean.

Members of the full-time faculty are expected to attend formal academic exercises of the University. Academic regalia is required for formal participation in convocations, graduation, and at other occasions when prescribed. Each faculty member is expected to furnish his or her own regalia.

Marshals are appointed by the dean of each college or school for each academic year. Once appointed, marshals negotiate among themselves to determine which among them will lead the convocation for these events (commencement ceremonies and honors convocations) for the year.

C. Guidelines

In consultation with the Provost office, each college or school is authorized to create their own guidelines regarding who participates in convocation and commencement services.

Issued by the [title of person charged with writing procedure], ***the*** ____ ***day of*** _____, ***2016.***

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval_12_1_2016

Proposed Revised Policy

UWG PROCEDURE NUMBER: UWG Procedure 2.9.2, Convocation and Commencement Services

Authority: UWG POLICY: UWG Policy 2.9, Service and Professional Responsibilities

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.9**, establishes the following procedures for compliance with UWG Policy **2.9** on **Service and Professional Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the convocation and commencement procedures for faculty.

A. Definitions.

1. *Commencement*- a ceremony during which degrees or diplomas are given to students who have graduated from a school or college.
2. *Convocation*- a meeting of the faculty of a college or university to observe a particular ceremony such as commencement.

B. Convocation and Commencement Services Procedure.

Attendance at convocation and commencement is important to the institution and faculty are expected to attend. Once committed to attend, faculty who need to be excused from convocation and commencement services should get approval from their dean.

Members of the full-time faculty are expected to attend formal academic exercises of the University. Academic regalia is required for formal participation in convocations, graduation, and at other occasions when prescribed. Each faculty member is expected to furnish his or her own regalia.

Marshals are appointed by the dean of each college or school for each academic year. Once appointed, marshals negotiate among themselves to determine which among them will lead the convocation for these events (commencement ceremonies and honors convocations) for the year.

C. Guidelines

In consultation with the Provost office, each college or school is authorized to create their own guidelines regarding who participates in convocation and commencement services.

Issued by the [title of person charged with writing procedure], ***the*** ____ ***day of*** _____, ***2016.***

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules committee approval_12_1_2016

Addendum VII: Rules Committee

Section 306

306 Participation in Convocations and Commencement Services

306.01 Faculty

Attendance at convocation and commencement is important to the institution and faculty are expected to attend. Once committed to attend, faculty who need to be excused from convocation and commencement services should get approval from their dean.

Members of the full-time faculty are expected to attend formal academic exercises of the University. Since space at such functions is normally limited, formal faculty participation is restricted to proportional representation from each college. Each administrative office is normally represented by one member. All academic processions are arranged by the Faculty Marshals. Academic regalia is required for formal participation in convocations, graduation, and at other occasions when prescribed. Each faculty member is expected to furnish his or her own regalia, which may be rented or purchased through the University Bookstore. Such orders should be placed at the Bookstore approximately six weeks prior to the date when such regalia is to be used.

306.02 Faculty Marshals

Marshals are appointed by the dean of each college or school for each academic year. Once appointed, marshals negotiate among themselves to determine which among them will lead the convocation for these events (commencement ceremonies and honors convocations) for the year.

~~**306.0201 Number:** One each from Business, Education, and the Library, and two from Arts and Sciences. **306.0202 Duties:** Line up faculty in marching order and conduct them to their seats at each commencement and at Honors Convocation; share duties as mutually agreeable, acting as backup for each other; assume other duties as may be relevantly associated with the office.~~

~~**306.0203 Eligibility:** Must be tenured faculty members of senior rank (associate or full professor) with at least five years of full-time service at University of West Georgia.~~

~~**306.0204 Selection Procedure:** When a replacement is necessary, the marshals will submit a nominee from the relevant unit, consulting with deans and department chairs as appropriate, and the President will make the selection.~~

~~**306.0205 Term of Office:** Marshals will serve at the pleasure of the President or until they resign, retire, or choose to give up the office.~~

~~**306.0206 Changes:** If these procedures should need to be changed at any time, the marshals and Provost and Vice President for Academic Affairs will convene to consider changes and make recommendations to the President.~~

Note: Attendance at fall and spring commencement is shared by the faculty as designated by the faculty marshals. Half of the faculty who are teaching in summer are expected to attend the summer commencement. The deans will notify the Provost and Vice President for Academic Affairs who will notify the marshals of those faculty members marching. Approximately one third of faculty members are expected to attend honors Convocation and about one third are expected to attend the fall and spring commencement. Faculty members needing to be excused

~~from their commitment should notify the office of the Provost and Vice President for Academic Affairs and will ordinarily be expected to find a replacement.~~

In consultation with the Provost office, each college or school is authorized to create their own guidelines regarding who participates in convocation and commencement services.

Rules committee approval_12_1_2016

Proposed Revised Policy

306 Participation in Convocations and Commencement Services

306.01 Faculty

Attendance at convocation and commencement is important to the institution and faculty are expected to attend. Once committed to attend, faculty who need to be excused from convocation and commencement services should get approval from their dean.

Members of the full-time faculty are expected to attend formal academic exercises of the University. Academic regalia is required for formal participation in convocations, graduation, and at other occasions when prescribed. Each faculty member is expected to furnish his or her own regalia.

306.02 Faculty Marshals

Marshals are appointed by the dean of each college or school for each academic year. Once appointed, marshals negotiate among themselves to determine which among them will lead the convocation for these events (commencement ceremonies and honors convocations) for the year.

Note:

In consultation with the Provost office, each college or school is authorized to create their own guidelines regarding who participates in convocation and commencement services.

Rules committee approval_12_1_2016

Addendum VIII: Rules Committee

Policy 2.5

UWG POLICY NUMBER: 2.5

UWG POLICY NAME: Leave and Compensation for Faculty

POLICY:

The University of West Georgia shall comply with the Board of Regents of the University System of Georgia (BOR) policies, and applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on leave and compensation for faculty.

CONTEXT:

This policy applies to:

- All UWG faculty, and employees who administer policy and procedures on leave and compensation for faculty.

The policies and procedures established by the BOR are consistent with the SACSCOC when establishing leave and compensation for academic personnel.

The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.

SIGNATURE OF THE PRESIDENT:

University President

Date

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES

Short Title: “Leave and Compensation for Faculty”

Previous Versions: N/A

Oversight: Controller

Additional Resources:

- [BOR Policy Manual, Section 8.0 - Personnel](#)
- [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)-Accrediting Standards](#)

Associated Procedures:

- Annual Leave
- Professional Leave (Awards)
- Summer School Compensation
- Outside Employment

Proposed Revised Policy

UWG POLICY NUMBER: 2.5

UWG POLICY NAME: Leave and Compensation for Faculty

POLICY:

The University of West Georgia shall comply with the Board of Regents of the University System of Georgia (BOR) policies, and applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on leave and compensation for faculty.

CONTEXT:

This policy applies to:

- All UWG faculty, and employees who administer policy and procedures on leave and compensation for faculty.

The policies and procedures established by the BOR are consistent with the SACSCOC when establishing leave and compensation for academic personnel.

The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.

SIGNATURE OF THE PRESIDENT:

University President

Date

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES

Short Title: “Leave and Compensation for Faculty”

Previous Versions: N/A

Oversight: Controller

Additional Resources:

- [BOR Policy Manual, Section 8.0 - Personnel](#)
- [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)-Accrediting Standards](#)

Associated Procedures:

- Annual Leave
- Professional Leave (Awards)
- Summer School Compensation
- Outside Employment

Addendum IX: Rules Committee
Policy 2.5

UWG POLICY NUMBER: 2.6

UWG POLICY NAME: Discipline and Grievance Procedures for Faculty

POLICY:

The University of West Georgia shall comply with the Board of Regents of the University System of Georgia (BOR) policies on discipline and grievance procedures for faculty.

CONTEXT:

This policy applies to:

- All UWG faculty, and employees who administer the policy and procedures on discipline and grievances for faculty.

The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.

SIGNATURE OF THE PRESIDENT:

University President

Date

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES

Short Title: “Discipline and Grievance for Faculty”

Previous Versions: N/A

Oversight: Controller

Additional Resources:

- [BOR Policy Manual, Section 8.0 - Personnel](#)

Associated Procedures:

- Grounds for Dismissal
- Progressive Discipline
- Dismissal Process
- Grievance Procedures

Proposed Revised Policy:

UWG POLICY NUMBER: 2.6

UWG POLICY NAME: Discipline and Grievance Procedures for Faculty

POLICY:

The University of West Georgia shall comply with the Board of Regents of the University System of Georgia (BOR) policies on discipline and grievance procedures for faculty.

CONTEXT:

This policy applies to:

- All UWG faculty, and employees who administer the policy and procedures on discipline and grievances for faculty.

The Chief Academic Officer is authorized to establish procedures for compliance with this Policy.

SIGNATURE OF THE PRESIDENT:

University President

Date

Reviewed by University General Counsel: _____

ADMINISTRATION & ADDITIONAL RESOURCES

Short Title: “Discipline and Grievance for Faculty”

Previous Versions: N/A

Oversight: Controller

Additional Resources:

- [BOR Policy Manual, Section 8.0 - Personnel](#)

Associated Procedures:

- Grounds for Dismissal
- Progressive Discipline
- Dismissal Process
- Grievance Procedures

Addendum X: USG Policy on Political Activity



**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

OFFICE OF LEGAL AFFAIRS
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE (404) 962-3255
FAX (404) 962-3264

MEMORANDUM

To: University System Presidents
From: The USG Office of Legal Affairs
Subject: Policy Guidance on Political Activity
Date: December 1, 2016

As you are aware, the University System of Georgia (USG) has a number of policies regarding political activity. With the approach of the new year and the upcoming 2017 Legislative Session, the Office of Legal Affairs is providing the following guidance to address some specific areas as they relate to our institutions and campuses. Please feel free to share this information with your campus communities. If there are any questions or additional information is needed, the USG Office of Legal Affairs can be reached at (404) 962-3255.

Employee Expression of Political Opinions

We respect the rights of our employees to share their own views on political issues. It is important, however, that they do so only in their personal capacities, and that it is done in a way that does not interfere with work, does not involve improper use of state resources, and does not create the appearance that the employee is speaking on behalf of the USG or its institutions. For example, employees desiring to express personal views to elected officials or other third parties: (1) must make it clear their views are personal in nature and do not represent the views of the USG or its institutions, and (2) may not use state resources (including work email) or work time to communicate these views.

In addition, employees are prohibited from using any USG registered trademarks when expressing personal opinions on issues, unless they are otherwise specifically authorized to do so.

Employee Involvement in Political Campaigns

Individuals may not hold elective political office at the state or federal level while employed by the USG. Any employee seeking elective office must notify his or her direct supervisor and request a leave of absence without pay prior to qualifying as a candidate.

Employees are also prohibited from managing or taking an active part in political campaigns during work hours or where such involvement would otherwise interfere with work responsibilities. Under no circumstances may employees use any state property, resources, or materials in conjunction with any political campaigning.