

I. General Policies that Apply to Standing Faculty Senate Committees (see Academic Policies and Procedures Manual, Article IV, Section 2, Subsection H and By-Laws of the Faculties and Faculty Senate, Article III, Sections C & D)

1. Non-senate elected members shall serve a two-year term and shall not be eligible for succession on the same committee until one year after completion of the previous term. Exceptions can be made upon reorganization/recomposition.
2. Senate members ordinarily shall serve on the same committee until completion of their terms (three years).
3. Unexpired terms due to permanent loss of a committee member shall be filled by election from the unit of the member whose term is to be filled. In case of temporary vacancy of at least one semester, a replacement shall be elected by the member's unit to serve during the absence of the elected committee member.
4. Standing Committees of the Senate shall meet not less than once each semester. Committee members must receive notification of the meetings at least five scheduled University calendar days (excludes Saturdays, Sundays, and any weekdays on which classes do not meet in observance of holidays) prior to a meeting. Under emergency circumstances, meetings will be called as the necessity dictates. The committee chair shall call meetings as business dictates or upon application in writing of five committee members. Official copies of the minutes shall be made available to the University community from the web page of the VPAA. One paper copy shall be retained in the Archives at the University library.
5. Each Senate committee, except the Committee on Graduate Studies and the Honors College Committee, shall annually elect one faculty member of the Senate as chair. The election shall be held at a special meeting of the continuing members and the newly selected members of the committee to be called by the out-going chair before the end of each spring semester. Results of the election will be reported within one week, in writing, to the Executive Secretary of the Faculty Senate and the Vice President for Academic Affairs. The newly elected chair shall take office at the beginning of the summer semester. The Dean of the Graduate School shall serve as Chair of the Committee on Graduate Studies; and the Dean of the Honors College shall serve as chair of the Honors College Committee.
6. Voting in the Senate shall be by either voice or show of hands. At the discretion of the presiding officer or by request of one senator, vote will be by roll-call, with the vote of each senator recorded in the minutes. Generally, voting in the committees shall be by a show of hands, and a record shall be kept of vote totals.
7. A quorum for the Senate and its committees shall be fifty percent of the membership of the respective bodies.

II. General Charge and Membership of the UAPC (see Academic Policies and Procedures Manual, Article IV, Section 2, Subsection F1, <http://www.westga.edu/~vpaa/PoliciesProced.htm1#Faculty%20Senate>)

Purposes: To recommend policy and procedures concerning undergraduate degrees and academic programs (including majors, concentrations, and minors), continuing education, core curriculum, and individual undergraduate courses; to approve all undergraduate course additions or deletions from the curriculum and any reorientation of existing programs.

Membership: Senate 5 (2 Arts and Sciences, 1 Business, 1 Education, 1 Library); Faculty 8 (4 Arts and Sciences, 2 Business, 2 Education); Students 2 (their major representing different colleges). Total membership: 15. In addition, the Registrar is a non-voting, ex-officio member and a representative from the Office of the Vice President for Academic Affairs will serve as liaison between the committee and the Vice President. College Deans and their representatives are excluded from membership.

III. Other charges.

The Vice President for Academic Affairs may charge the UAPC with specific tasks beyond those outlined in the general charge.

IV. Subcommittees

A General Education Committee shall operate as a subcommittee of UAPC. The General Education Subcommittee shall review and deliberate on matters regarding the core curriculum of the University and make recommendations as necessary to the UAPC. Specifically, the Subcommittee shall

1. Review all proposed additions, modifications, or deletions of courses within the core curriculum, inviting appropriate members of the faculty to address course change requests;
2. develop strategies for the review of current core curriculum courses to assess whether their stated outcomes match stated university core curriculum learning objectives (as stated in the *Undergraduate Catalog*); and
3. Identify current means for assessing whether students have achieved the stated core curriculum learning outcomes.

The General Education Subcommittee will coordinate its review efforts with the Associate Vice President for Academic Affairs and other university committees and groups with shared concerns regarding general education requirements and core curriculum issues.

Membership: The membership of the General Education Subcommittee will be

- A Chair elected from the membership of the UAPC

- Six additional voting members appointed by the VPAA in consultation with the deans from among the faculty of the university (may or may not be members of the UAPC), distributed as follows: 3 from the College of Arts & Sciences, 1 from the College of Education, 1 from the Richards College of Business, 1 from the Library.
- The Registrar and the Associate Vice President for Academic Affairs will serve as *ex-officio* members.

The term of the Subcommittee Chair shall coincide with his/her membership on the UAPC. The terms of other subcommittee members shall for the first year be staggered at one-year intervals following the first full academic year of the Subcommittee's service (e.g. three subcommittee members will rotate off and be replaced at the end of the first year of service, the remaining three will be replaced at the end of their second year of service). Terms thereafter shall be for two years. Subcommittee members may serve more than one term.

V. Procedures for Accepting and Acting on Proposals

1. Proposals related to the areas of the UAP Committee's charge, once approved by the college(s) in which they originate or the Library will be forwarded to the UAPC Chair. [Additionally, any undergraduate program in teacher education must also be approved by the Teacher Education Advisory Committee (TEAC) *before* coming to UAPC].
2. Proposals for course or program additions, deletions, or modifications must be submitted on the approved "Course or Program Addition, Deletion or Modification Request" form available at <http://www.westga.edu/~vpaa/course-request> (See Appendix A). **Six** copies of the form, each bearing original signatures of the department chair(s), dean(s) of the college(s) and the co-chairs of TEAC (when appropriate) must be submitted. **Seven** copies with signatures must be submitted for proposals carrying both undergraduate and graduate credit. Additionally, the department that originates the proposal must provide 17 copies, one for each voting and ex-officio member of the UAPC. One copy with original signatures comes back to the UAPC chair at the end of the process for the committee's own records. The chair should keep copies of all actions by the UAPC during his/her tenure as chair.
3. Upon receipt of proposals, the committee chair will determine into which of two categories the item should be placed for inclusion on the agenda for the next UAPC meeting:

Category A. Items requiring Senate action—Any proposed course/program change that impacts the substance of an academic program (e.g., major/minor program requirements and course additions/deletions/modifications that change the academic direction of curricula).

Category B. Items to be submitted to the Senate for information only—Any proposed program/course change that, in the judgment of the chair, does not belong in Category A above.

4. The committee chair will prepare meeting agendas showing which items will be submitted for Senate action and which items will be submitted to the Senate for information only. The distinction will be based on the circumstances and attachments/discussions accompanying the Action Request forms. The final placement of an item in category A or category B, however, will be determined by a vote of the committee.
5. The UAPC chair must notify department chairs, chairs of TEAC, the chairs of, respectively, the College of Arts & Sciences Executive Council, the Richards College of Business Undergraduate Curriculum Committee, and the College of Education Faculty Council when items that originated in their departments/committees come up for consideration by the committee. The chair of these units or a designee should attend the meeting to provide information the committee might request when considering the item for approval.
6. Upon approval by the UAPC, the committee chair will provide the executive secretary of the faculty senate with an agenda and copies of each corrected "Course/Program Addition/Deletion/Modification Request Form" and all associated documentation approved by the UAPC to place on the agenda of the next meeting of the full Senate. The UAPC committee chair, or a designee of the chair, will present the committee's recommendation before the full Senate. Upon Senate approval, the committee chair will sign all original copies and forward all signed originals to the Vice President for Academic Affairs (VPAA) for approval and distribution.

Appendix A

Course/Program Addition, Deletion, Modification Form

The Online Form. The form, available at <http://www.westga.edu/~vpaa/course-request.pdf>, should be completed online and then printed, not printed and then completed. Departments requesting any course or program action should use only this online form.

The Rationale Section of the Form.

Rationale: The Rationale Section requires that departments discuss the impact of all requested actions on a) the substance of their major/minor programs; b) existing resources; and c) the sufficiency of these resources, including library resources (a check-off item).

Course addition requests must a) have measurable objectives/outcomes (See Appendix B), grading policies, outlines, texts and/or other resources used; and b) have separate requests for undergraduate and graduate levels of the course, including distinct learning outcomes and grading policies if the course is offered at both undergraduate and graduate levels.

The Library Resources Box. (THIS SECTION SUBJECT TO REVISION PENDING DECISION ON LIBRARY'S REQUEST FOR A NEW FORM)

When the request being made is for a course or program **Addition**, either the “Library resources are adequate” box or the “Library resources need enhancement” box *must* be checked.

If the form indicates that additional library resources are needed, a brief description of the resources and an estimation of their cost should be included in the Rationale. (Additional needs such as faculty lines or equipment should also be covered in the Rationale, of course). Moreover, the funds that will be used to cover the cost should be identified either as funds available in the department’s library allocation or funds from another source. In the latter case, the department should indicate both the source of funding and that it has secured the funds in advance.

Requests for actions that would not require the checking of either box might include course deletions, modification in course title or description, or modifications in program requirements that do not involve course additions. An **exception** would occur in special circumstances in which the department is aware that such modifications might require additional resources. The obligation would then fall to those requesting the action to clarify the need following the procedures outlined above.

Appendix B

Writing Course Objectives/Learning Outcomes that Are Specific, Attainable and Measurable*

Purpose

This section has two main purposes:

- to aid faculty writing course objectives (learning outcomes) for outline syllabi that accompany proposed course additions or modifications; and
- to serve as a point of reference for faculty members of committees that evaluate such proposals

Both these ends are necessary to meet accreditation expectations and to improve communication between faculties from various disciplines in curriculum deliberations. Whereas some theorists draw a distinction between a course's "objectives" and its "learning outcomes," in practice at UWG the terms are interchangeable as they appear on outline syllabi. The fact that both are used reflects the practice of specific colleges. It does not give rise to different criteria for evaluation. Both terms are used to distinguish a set of measurable, course-specific outcomes from the broader aims of a program or a course, as explained below.

Curriculum and Course Objectives

Curriculum development begins with broad ideas, usually referred to as aims or goals. These statements simply state in brief terms what a course or program is about (i.e. its intent). Goals are general statements, usually not even complete sentences, often beginning with the infinitive to. For example,

- To improve reading skills
- To increase an awareness of environmental problems.
- To explore the events leading to the Second World War.
- To learn more about tessellations.

Whereas goals may not always be quantifiable (i.e., easily measurable), instructional objectives (sometimes called learning outcomes, benchmarks, learning goals, etc.) should be measurable. They are distinguishable by the use of action verbs that describe what a student will know and be able to do after an instruction has occurred. Objectives/learning outcomes are not intentions; they are the actual behaviors teachers intend to cause students to display. They are what students will be able to do after the completion of instruction.

Course objectives (learning outcomes) are the basis for assessment. They establish the criteria on which assignments, assessments, or tests for a course are based. If the assignment or assessment cannot be tracked back to the objectives, then the logic of the course design is cast into doubt. Objectives (learning outcomes) must meet three basic criteria:

- They are about students, not teachers.
- They are about what students will know and be able to do.
- They are observable and measurable.

When writing instructional objectives, faculty should ask themselves how the student will demonstrate that the objective has been reached. For that reason, **verbs like those listed below, which may be appropriate for stating course goals, should be avoided when writing objectives/outcomes:**

Appreciate	Believe	Comprehend	Enjoy
Familiarize	Grasp	Reflect	Know
Learn	Like	Realize	Understand

Instead verbs that indicate actions that are clearly observable and measurable should be used. Though faculty in some fields may be very familiar with the process of writing measurable course objectives (learning outcomes), others may be more intuitive in their sense of what students should learn from particular courses. The table below offers a list (suggestive, not exhaustive) of verbs that might be helpful for constructing measurable outcomes at the various levels of learning suggested by Bloom's Taxonomy.** The

examples of stated learning outcomes are purposely elementary for the sake of clear illustration. Actual learning outcomes on syllabi may require more complex statements. The key is measurability.

Category	Verbs	Examples
Knowledge	Define, Describe, Identify, etc.	Students <i>will identify</i> the major themes of American Realism. Students <i>will identify</i> the major muscle groups in the human body.
Comprehension	Classify, Paraphrase, Summarize, Interpret, Recognize, etc.	Students <i>will recognize</i> the major and minor writers of the period of American Realism. Students <i>will classify</i> types of fiction.
Application	Apply, Demonstrate, Plan, Show, etc.	Students <i>will apply</i> knowledge of major themes of American Realism gained from lectures and secondary readings to their reading of individual literary texts. Students <i>will demonstrate</i> the ability to communicate effectively in both spoken and written language.
Analysis	Analyze, Compare, Illustrate, Deduce, etc.	Students <i>will illustrate</i> the functional relation between elements in selected works of fiction.
Synthesis	Arrange, Document, Organize, Summarize, Synthesize, etc.	Students <i>will summarize</i> the contributions of various late nineteenth century philosophers to modern political thought.
Evaluation	Appraise, Assess, Criticize, etc.	Students <i>will assess</i> the validity of pertinent journal articles related to their research project.

***Adapted from information provided by Dr. Judy Butler.**

** Bloom has divided knowledge into a hierarchical scheme, most commonly termed Bloom's Taxonomy.

This scheme emphasizes that learning is hierarchical, thereby learning (objectives or outcomes) have different purposes. He divides his hierarchy in this way:

KNOWLEDGE: Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

COMPREHENSION: Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future

trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

APPLICATION: Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

ANALYSIS: Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

SYNTHESIS: Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

EVALUATION: Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.