Memorandum

To: General Faculty

Date: March 12, 2014

Regarding: Agenda, Faculty Senate Meeting, March 14 at 3:00 p.m., TLC 1-303

The agenda for the March 14, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for the February 21st meeting (see Addendum I)
4. Committee reports

Committee I: Undergraduate Programs Committee (James Mayer, Chair)
Action Items: (see Addendum II)

A. College of Arts & Humanities

Program Proposals:

1) Bachelor of Arts with a Major in History, General History
   Request: Change credit hour requirements
   Action: Approved

B. Richards College of Business

Program Proposals:

1) International Business Certificate Economics
   Request: Update existing certificate
   Action: Approved

C. College of Science & Mathematics

Course Proposals:

1) GEOG 2202 Environmental Science
   Geosciences
   Request: Add
   Action: Approved
2) GEOG 2202L Environmental Science Lab  
   Geosciences  
   Request: Add  
   Action: Approved

D. College of Social Sciences

1) Course Proposals:

   a. CRIM 2275 Introduction to Corrections  
      Criminology  
      Request: Add  
      Action: Approved

   b. SOCI 4015 Analyzing and Visualizing Data  
      Sociology  
      Request: Add  
      Action: Approved

2) Program Proposals:

   a. Certificate in Social Science Research Skills  
      Sociology  
      Request: Add prebaccalaureate certificate program  
      Action: Approved

   b. Certificate in Global and Comparative Studies  
      Sociology  
      Request: Add prebaccalaureate certificate program  
      Action: Approved

   c. Certificate in Social Diversity  
      Sociology  
      Request: Add prebaccalaureate certificate program  
      Action: Approved

   d. Certificate in Social Services  
      Sociology  
      Request: Add prebaccalaureate certificate program  
      Action: Approved

Information Items:

A. Program Deactivation  
   Bachelor of Science with a Major in Environmental Studies  
   Geosciences Department
Deactivate Program

Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)
Action Items: (see Addendum III)

A. College of Education
   1) Course Change:
      a. EDSI 9171 Program Evaluation
         School Improvement
         Request: Add
         Action: Approved
   2) Program Change:
      a. Learning and Teaching
         Program: Master of Education with a Major in Special Education and Teaching
         Request: Modify
         Action: Approved

B. College of Arts and Humanities
   1) Course Change:
      a. HIST 6694 Historical Methods and Writing
         History
         Request: Add
         Action: Approved
   2) Program Change:
      a. Program: M.A. with a Major in History
         History
         Request: Modify
         Action: Approved

C. College of Social Sciences
   1) Course Change:
      a. SOCI 6003 Advanced Statistics for Sociology
         Sociology
         Request: Add
         Action: Approved
2) Program Changes:

   a. Program: Ph.D. in Psychology: Consciousness and Society
      Psychology
      Request: Modify
      Action: Approved

   b. Program: Post-Baccalaureate Certificate in Nonprofit Management and
      Community Development
      Political Science
      Request: Add
      Action: Approved

   c. Program: Post-Baccalaureate Certificate in Data Analysis and Evaluation
      Methods
      Sociology
      Request: Add
      Action: Approved

   d. Program: Master of Arts with a Major in Sociology
      Sociology
      Request: Modify
      Action: Approved

Policy Changes:

   A. Revision of the Graduate Course Load policy to separate the three sections in the
      existing policy to create three new policies to improve clarity.
      (see Addendum III, Appendix A)

   B. Addition of an Attendance Policy to the Graduate Catalog.
      (see Addendum III, Appendix B)

   C. Modification of Graduation policy in the Graduate Catalog.
      (see Addendum III, Appendix C)

Information Item:

   A. College of Education

      Program Change:

      1) Leadership and Instruction
         Program: Specialist in Education with a Major in Educational Leadership
         Request: Modify
Committee VI: Strategic Planning Committee (Rob Sanders, Chair)
Action Items:

A. Updated draft of the Strategic Plan, 2014-2020 (Kyle Marrero)

Committee XIII: Rules Committee (Linda Haynes, Chair)
Action Items: (see Addendum IV)

A. Faculty Handbook Revisions for Section 101.02 Minimum Criteria for Appointment (minor editing for consistency in Sections 101 and 103)
B. Recommendation for Position of Faculty Senate Chair-Elect

5. Old business:

A. Finalize the ballot for the Faculty Senate Chair

6. New business:

A. Nominations for Parliamentarian
B. Update from the March 1 meeting of the USG Faculty Council (Jeff Johnson)
C. Textbook adoption process (Jon Anderson and Mark Reeves)

7. Announcements:

A. QEP and the SACS visit (Debra MacComb)

8. Adjournment
University of West Georgia
Faculty Senate Meeting
Draft Minutes

February 21, 2014

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Will Lloyd, substituting for Jeff Johnson, Chair at 3:02 p.m.

2. Roll call

Present
Basu-Dutt, Blair, Butler, DeFoor, DeSilva, Farmer, Faucette, Geisler, Halonen-Rollins, Haynes, Kassis, Keim, Kilpatrick, Kramer, Lloyd, Mayer, Moffeit, Noori, Pencoe, Ponder, Popov, Helvig (substituting for Robinson and Welch), Samples, Sanders, Schroer, Stanfield, Steere, Van Valen, Vasconcellos, Velez-Castrillon, L. Mike Johnson (substituting for Woodward), Xu

Absent
Banford, Erben, Gant, Griffith, Hannaford, Hooper, Insenga, Johnson, Packard, Rutledge, Skott-Myhre, Thompson, Willox, Yeong

3. Minutes: a motion was made and seconded to approve the minutes of January 24.

Item approved unanimously by voice vote.

4. Committee reports

The Faculty Senate agreed without objection to taking Committee VI first so President Marrero could return to the Provost Search Committee meeting.

Committee VI: Strategic Planning Committee (Rob Sanders, Chair)
Information Items:

A. Updated draft of the Strategic Plan, 2014-2020 (Kyle Marrero)

Discussion:

Dr. Marrero introduced the updated draft of the Strategic Plan (SP) and distributed two handouts: first, one a one-page summary of the SP process and timelines entitled “ENGAGE WEST! UWG Strategic Plan Update: 2014-2020,” then the draft of the Plan as originally appended to the agenda.

Dr. Marrero stated that his goal in speaking to the Faculty Senate is to provide information to help faculty understand the process and its components so that faculty can see how they inform the process and to engage as a part of the process. He stressed that faculty are perhaps the most important constituents to give feedback in this process and that this document will embody who we are. He encouraged faculty to look at it and see where you fit, directly or indirectly. Be critical. Think about this document with your individual goal-setting. Ask questions if you do not see the connectivity. He invited SP Committee members, particularly those leading the groups formulating the strategic imperatives, to speak next.
Scot Lingrell spoke about Strategic Imperative (SI) #1: student success—enhanced learning, access, progression, and development. In addition to the four goals currently enumerated in the Plan for this, he said that the committee will probably add a fifth (as a result of feedback received to date) about increasing the academic performance/success of each student. Jon Anderson spoke about Strategic Imperative #2: academic success—academic programming and faculty support. Faye McIntyre is leading the group about Strategic Imperative #3: successful partnerships—building engaged, mutually beneficial collaborations, but she was not present at this meeting, so Dr. Marrero spoke on Dr. McIntyre’s behalf. Jim Sutherland is leading the group about Strategic Imperative #4: operational success—effectiveness and sustainability, but was not present, so Dr. Marrero spoke on his behalf. Faculty are encouraged to provide feedback about these SI to these individuals, or within the open forums being held, or directly to the president in an e-mail with the subject line of “Strategic Plan.” A forum will be added since we lost one due to weather.

Dr. Marrero added that about 60-75 key performance indicators (KPI) will be determined for the SP and about 15 will be about the performance of the president, and the BOR will evaluate him based on those criteria. The KPI will be added to the Engage West website at http://www.westga.edu/engagewest.

Although this was an information item rather than an action item, a voice vote was taken and it was unanimously approved.

Committee IV: Academic Policies Committee (Vickie Geisler, Chair)

Action Items:

A. Revision of attendance policy (Tim Schroer, Chair of Attendance Subcommittee)

Discussion:

Dr. Schroer commented on the provisions to the Student Handbook, Undergraduate Catalog, and Faculty Handbook which will be affected by the attendance policy changes. He remarked that the revisions are intended to distinguish between the power of the faculty in the Drop/Add period, and then after that week. In the course of answering questions from the Senate, it was noted by Dr. Lingrell that we will continue to use the GradesFirst software, which may be useful for multiple purposes, such as financial aid and interventions. Dr. Lingrell explained that withdrawing students has financial aid consequences because financial aid is earned by the student for each day attended. Withdrawing is a complicated process because refunds go back to the student and then UWG has seek reimbursement from the student.

Item approved unanimously by voice vote.

Committee XII: Budget Committee (Paul Rutledge, Chair)

Action Item:

A. Salary equity implementation

Discussion:

Dr. Rutledge was not present because of the conflict with the Provost Search Committee meeting, so Dr. Anderson delivered an overview on his behalf. He mentioned that this will be a two-year process, not an annual one, in response to some of the questions. It was reiterated that the first year is about getting those
currently under promotion to the 85% of CUPA market median level; other adjustments won't be made until 2015.

Dr. Blair commented regarding "e) Faculty will be rewarded for successful post-tenure review. The reward is yet to be decided." His comment was that a course release is not helpful in departments that are understaffed; a professor does not want to hurt the program by taking a course release. It would be better to be rewarded by money, he stated. Dr. Marrero responded that part of the problem is that the $2K and $3K for promotions (to associate and full professor ranks, respectively) is too little, so compression occurs, which is especially seen in the higher ranks (i.e., those experiencing post-tenure review).

Dr. Anderson said that the CUPA data didn't cover the “years in rank” question. In response to questions, both he and Dr. Marrero pointed out that the administration wants to get everyone to the 85% level first. Dr. Marrero remarked that $3M will be needed to get all faculty to 100% of the CUPA market median ($6 million for faculty and staff). Determining money for years in rank will be difficult and will be part of Phase Two.

One editorial change was made on the floor to alleviate some confusion, and that was for item a) to change "we are" to "UWG is," so the whole a) reads: "Promoted faculty should be brought to the 85% level of his/her new rank market median. For years in which UWG is at greater than 85% of the median, promoted faculty should be brought to the new percentage of his/her new market median."

*Item approved unanimously by voice vote.*

5. New business:

A. NSF funded self-study (ADVANCE-IT) of faculty in STEM and STEM-Related disciplines at UWG (L. Mike Johnson).

Discussion:

Dr. L. Mike Johnson (Criminology) delivered a PowerPoint presentation on this project. Dr. N. Jane McCandless is the Principal Investigator (PI) and the other co-PIs are Dr. Johnson, Catherine Jenks, Dianne Hoff, and Nancy Pencee. More, full reports will be distributed later, but his presentation represented an introduction to the topic. Some highlights from his presentation are the following.

Employment records for a total of 157 full-time faculty in COSM and COSS were examined, for which 88 were COSM (56.1%; about a third) and 69 were COSS (43.9%; almost half).

Key findings: the median salary is lower for women in COSM, but in COSS, it is fairly equal. Women are concentrated in the junior faculty positions. A total of 43.5% of female professors are tenured; 80.8% of male professors are tenured. The majority of administrative positions are occupied by men.

A faculty worklife survey was conducted in Spring 2013 of STEM and STEM-Related Disciplines faculty at UWG, but it does not include political science because of NSF rules about what is regarded as STEM. Dr. Johnson stressed that a small sample hampered data analysis. Sometimes the results are not statistically significant, as there were only 10 identified as racial minorities. When racial differences were noticeable, minorities expressed more favorable responses than whites. Statistically significant gender differences were not found on many variables, but all significant differences occurred in the direction of women having less favorable views. A total of 40% of women and 16% of men expressed dissatisfaction with being a faculty member at UWG.
In the “what now?” conclusions of his presentation, Dr. Johnson said that UWG needs to develop policies and practices to better ensure fairness in recruiting, hiring, promotion, and retention of female and minority faculty.

Everyone is invited to attend a COSS Lecture Series presentation on this topic Wednesday, March 12 at 3:00 p.m. in the Ingram Library Nook.

B. Sustainability Council update (Minna Rollins)

Drs. Rollins and Hannes Gerhardt presented a PowerPoint presentation about the Sustainability Council at UWG. The purpose of the SC is: 1) to identify, share, and promote sustainability activities and initiatives the UWG campus and in the community; and 2) serve as a clearinghouse for ideas that pertain to sustainability initiatives on the UWG campus.

Some of the current initiatives are:
- Sustainability in the new Strategic Plan
- New, green buildings
- Recycling pilot program
- Tree Campus USA
- Southwire Sustainable Business Honors Program
- Environmental pedagogy
- Student organizations
- Organic garden
- Carbon Footprint project

The good news is:
- a presidential grant was awarded to the SC
- a draft website is available at [http://www.westga.edu/green/](http://www.westga.edu/green/)
- a consultant is coming to campus, Feb. 28
- Earth Week will be held in April with the following events:

<table>
<thead>
<tr>
<th>Day/afternoon</th>
<th>Sat 4/12</th>
<th>Mon 4/14</th>
<th>Tue 4/15</th>
<th>Wed 4/16</th>
<th>Thu 4/17</th>
<th>Fri 4/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day/afternoon</strong></td>
<td>River Clean up on the ‘Hooch</td>
<td>Trail maintenance</td>
<td>Career Panel (green jobs)</td>
<td>Earth Day Festival: Bands, demos, and recycling (on the Square)</td>
<td>-Community Garden planting</td>
<td>A guided nature hike</td>
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<tr>
<td><strong>Evening</strong></td>
<td>Film Series “Eating Alabama”</td>
<td>Film Series “Beasts of Southern Wild”</td>
<td>Open Mic Film Series movie3</td>
<td>RCOB Executive Roundtable</td>
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*Table courtesy of M. Rollins*
During the discussion, it was reiterated from a previous Faculty Senate meeting that food not served by the UWG Food Service should be donated, not discarded.

Please contact hgerhard@westga.edu or mrollins@westga.edu for more information about SC initiatives.

*An item C for new business was added to the agenda at this point.*

C. Faculty Senate Chair elections

It was announced that Ms. Anne Barnhart (Library) and Dr. Elizabeth Kramer (Music) have agreed to run for the chair of the Faculty Senate. No nominations were made on the floor and the slate was approved for the election at the spring general faculty meeting.

6. Announcements:

   A. QEP and the SACS visit (Debra MacComb)

Dr. MacComb was not able to attend this meeting, so this announcement was postponed to the March 14 meeting of the Faculty Senate.

7. The meeting adjourned at 4:55 p.m.

Respectfully submitted,

Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty
Program View Request (Read-Only)

<table>
<thead>
<tr>
<th>Originator</th>
<th>History Department</th>
<th>Schroer, Timothy</th>
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<tbody>
<tr>
<td>College of Arts and Humanities</td>
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<tr>
<td>College</td>
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</tbody>
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**Action**
- Add
- Modify
- Deactivate
- Terminate
- Reactivate

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

**Program Selection**
- College of Arts and Humanities
- Bachelor of Arts with a Major in History, General

**College**
- Bachelor of Arts with a Major in History, General

**Program Name**
- Bachelor of Arts

**Degree Name**
- Bachelor of Arts

**On Campus**
- Yes

**Program Location**
- Undergraduate

**Degree Level**
- Graduate

**Fall Semester, 2014**
- Effective Semester/Year

**Modification Details**
- The History Department proposes to set its credit requirements in upper-level coursework for the major at 30 credits rather than 30-36 and to set its credit requirement for the minor at 15 credits rather than 15-18.

**Rationale**
- The change in credit requirements is designed to remove ambiguity and thereby to advance the goals of Complete College Georgia.

**Planning Info**
- Library Resources are Adequate
- Library Resources Need Enhancement

**Is this a SACS substantive change?**
- No

**Present or Projected Annual Enrollment**
- 200

- Howard Goodson [APPROVED 2013-11-10]
  - Chair, Course Department

- Randy J. Hendricks [APPROVED 2014-02-25]
  - Dean, College of Arts and Humanities

- James R. Mayer [APPROVED 2014-03-06]
  - Chair, Undergraduate Academic Programs Committee

**Cross Listing Approvals**
- N/A

**Chair, Cross Listed Department**
- N/A

**Associate Dean, Cross Listed College**
- N/A

**Other Approvals**

**Final Approval**
- Jon Anderson [REQUIRED]

**Final Approver**

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3/11/2014
The History Department has decided to set the required number of upper-level history credits at 30, rather than 30-36 credits as required currently. The History Department has also decided to set 15 credits as the requirement for the minor, instead of 15-18 credits as required currently. The History Department has further decided to eliminate the exemption for survey courses for students scoring a 3 on the AP World or US history examinations.

The 2012-2013 Undergraduate Catalog lays out the requirements for a BA in History. Beyond the coursework required in the core, students must take upper-level courses in the major block, which the Catalog specifies as follows: "Courses required for the Degree 30-36." The catalog contains the somewhat cryptic note, "**Students exempting History surveys must take higher level work; one course at the 4000-level, if both semesters are exempted.**"

The History Department would like to eliminate the variability in the requirement on upper-level credits in the major. In no circumstances would any student be required to earn more than 30 upper-level credits in the major. All students must complete 30 credits in upper-level courses in the major.

The Undergraduate Catalog says that the History Minor requires 15-18 credits. The History Department would like to change the program to provide that students minoring in history must earn 3 additional survey credits and 12 credits from upper-level courses for a total of 15 credits.
Program View Request (Read-Only)

**Originator**
- Richards College of Business
- Department: Economies
- Boldt, David J.

**Action**
- Add
- Modify
- Deactivate
- Terminate
- Reactivate

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

**Program Selection**
- Richards College of Business
- International Business Certificate

**College**
- Undergraduate

**Program**
- On Campus
- Program Location
- Degree Level
- Fall
- 2014

**Degree Name**
- Effective Semester/Year

**Modification Details**
- This is a modification of an existing certificate.

**Rationale**
1. Update the courses listed in the certificate to reflect current course offerings and to make the certificate available to more University of West Georgia students.
2. Reduction of the course requirements to 15 hours (from 18 hours). This was accomplished by reducing the foreign language requirements from 6 hrs. to 3 hrs.
3. Reduction of the GPA requirement for obtaining the certificate from 2.75 to 2.0. This would make the minimum GPA requirement for this certificate...

**Planning Info**
- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? NO
- (see Policy)

**Comments**
- See modification and rationale sections.

**College Approvals**
- Faye McIntyre [APPROVED 2014-02-21]
  - Dean, RCOB
- David J. Boldt [APPROVED 2014-02-19]
  - Chair, Course Department

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

**Other Approvals**
- James R. Mayer [APPROVED 2014-03-06]
  - Chair, Undergraduate Academic Programs Committee
- Hilde Patron [APPROVED 2014-02-20]
  - RCOB Undergraduate Program Committee Chair

**Final Approval**
- Jon Anderson [REQUIRED]
  - Final Approver

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Richards College of Business

International Business Certificate

The International Business Certificate is available to all University of West Georgia undergraduate students.

Student can formally apply to enroll in the certificate program with any academic advisor in the Richards College of Business. This is a 15 hour certificate program (12 hour if the foreign language course is waived). Students must have a 2.0 GPA to participate.

<table>
<thead>
<tr>
<th>Course &amp; No.</th>
<th>Hrs.</th>
<th>Comp.</th>
<th>Rem</th>
</tr>
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<tbody>
<tr>
<td>FOREIGN LANGUAGE CLASS</td>
<td>3</td>
<td></td>
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<tr>
<td>INTERNATIONAL BUSINESS COURSES*</td>
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<tr>
<td>ECON 4450, 4470; FINC 4521; MGNT 3627, 4625; MKT 4866</td>
<td>3</td>
<td>3</td>
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<tr>
<td>RCOB STUDY ABROAD COURSE (ECON 4485, FINC 4585, MGNT 4682, MKTG 4885)</td>
<td>3</td>
<td>15 hrs.</td>
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*The Foreign Language requirement is waived for students whose native language is not English.

**Upon the approval of a RCOB department chair and the Assistant Dean, other courses may be substituted here. Completion of the certificate requirements will be noted on the student’s transcript.

To be effective Fall 2014
**Course Update Request (Add, Delete, Modify)**

**Originator**
- Geosciences Department
- College of Science and Mathematic
- Gerhardt Horn

**Of interest**

**Action**
- Add
- Modify
- Delete

**Modifications**
- Prerequisites
- Description
- Title
- Credit
- See Comments
- Update Action Item

**Course Details**
- GEOG 2202
- Environmental Science
- Course Title
- Course Number

This course will focus on the key principles of environmental science, paying special attention to environmental systems and human interactions with these systems. The aim of the course is to give the student a solid, scientifically based understanding of the earth’s current environment and how to analyze, assess, and begin to address human populations’ impact on this environment.

**Course Catalog Description**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Credit</th>
<th>Effective Term</th>
<th>Frequency</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Spring - 2015</td>
<td>Yearly</td>
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**Prerequisites**

**Corequisites**

**Rationale**

The rationale for this addition is to offer a course in environmental science with an optional lab that will count in the core as an area D, option II science. Environmental science is an STEM field that deals with the interactions of the natural and human world - a concern that has long been a focus of geography (hence the geography prefix). We are particularly interested in attracting social science students into this lab science course, which is why we are asking for the option II designation. The geography degree offered at UWG in general is taking on a greater focus on issues of the environment and sustainability. This course, once accepted, will become integrated into the degree requirements. Lastly, it should be noted that there already exists an XIDS 2202 course at UWG that counts as an area D, option II. This course, entitled “Environmental Studies,” is distinct from what we are proposing here as it is intended to be a more collaborative interdisciplinary course, and it does not have the optional lab. In the XIDS description, it is stated that there will be a “focus on specified environmental issues approach from selected disciplines in the natural and social sciences. Topics and disciplines vary from semester to semester.” XIDS is more of a special topics class that can theoretically exist next to GEOG 2202. However, XIDS is not taught regularly (if at all anymore) and its open, interdisciplinary format makes it imperfect for the needs of the geography degree. The creation of Geog 2202 will remedy this situation.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? *YES* □ (See Policy)
Present or Projected Annual Enrollment: 40

**Comments**

This course is to count as a core area D, option II and hence need BOR approval

**College Approvals**

- Curtis L. Hollabaugh [APPROVED 2014-02-03]
  - Chair, Course Department

- Scott Gordon [APPROVED 2014-02-04]
  - Coordinator, COSM Curriculum Committee

**Cross Listing Approvals**

- N/A
  - Chair, Cross Listed Department

- N/A
  - Associate Dean, Cross Listed College

**Other Approvals**

- James R. Mayer [APPROVED 2014-03-06]
  - Chair, Undergraduate Academic Programs Committee

**Final Approval**

- Jon Anderson [REQUIRED]
  - Final Approver
SAMPLE

GEOG 2202: Environmental Science

Course Description:
This course will focus on the key principles of environmental science, paying special attention to environmental systems and human interactions with these systems. The aim of the course is to give the student a solid, scientifically based understanding of the earth's current environment and how to analyze, assess, and begin to address human populations' impact on this environment.

Learning Objectives:
1) Define the term environment and identify important environmental concerns we face today.
2) Gain a foundational understanding of the earth's environmental systems
3) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
4) Expressing scientifically informed opinions about current environmental policy debates

Text:
Principles of Environmental Science: Inquiry and Applications [Paperback]
William Cunningham (Author), Mary Cunningham (Author).

There will also be additional readings, mostly media articles, that can be accessed via D2L.

Assessment:
Students will be assessed by means of Exams, Assignments and a Project. There is no extra credit.
Midterm Exam 30 points
Final Exam 30 points
Assignments 40 points
Exams will be multiple choice and short answer. Assignments will be typed responses to readings, films, and discussions. These will be generally be about 2 pages long and must be submitted into a dropbox in D2L.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1. Aug. 23, 25</td>
<td>Syllabus; Introduction</td>
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<tr>
<td>2. Aug. 30, Sept. 1</td>
<td>Science and the Environment</td>
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<td>3. Sept. 6, 8</td>
<td>Environment and the Economy</td>
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<td>4. Sept. 13, 15</td>
<td>Earth as a Changing Planet</td>
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<td>5. Sept. 20, 22</td>
<td>Principles of Ecology</td>
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<td>6. Sept. 27, 29</td>
<td>Biological Communities; Exam 1</td>
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<td>7. Oct. 4, 6</td>
<td>Project Work</td>
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<td>8. Oct. 11, 13</td>
<td>Biodiversity</td>
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<td>9. Oct. 18, 20</td>
<td>Human Populations and Ecological Footprints</td>
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<td>10. Oct. 25, 27</td>
<td>The Science of Sustainable Agriculture</td>
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<tr>
<td>11. Nov. 1, 3</td>
<td>Water Resources</td>
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<tr>
<td>12. Nov. 8, 10</td>
<td>Climate and Air Pollution</td>
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<td>13. Nov. 15, 17</td>
<td>Energy,</td>
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<td>14. Nov. 22, 24</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>15. Nov. 29, Dec. 1</td>
<td>Sustainable Futures</td>
</tr>
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</table>
Course Update Request (Add, Delete, Modify)

**Originator:**
Geosciences Department
College of Science and Mathematics
Gerhardt Haman

**Action:**
- Add
- Modify
- Delete

**Modifications:**
- Prerequisites
- Description
- Credit
- Title
- See Comments
- Senate Action Item
- (See Procedure)

**Course Details**

<table>
<thead>
<tr>
<th>GEOG</th>
<th>2202L</th>
<th>Environmental Science Lab</th>
</tr>
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<tbody>
<tr>
<td>Prefix</td>
<td>Number</td>
<td>Credit</td>
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</table>

This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.

**Course Catalog Description**

<table>
<thead>
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<th>2</th>
<th>1</th>
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<th>Yearly</th>
<th>Letter Grade</th>
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<tr>
<td>Lab Hrs</td>
<td>Credit Hrs</td>
<td>Effective Term</td>
<td>Frequency</td>
<td>Grading</td>
</tr>
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**Prerequisites**
- Geog 2202

**Corequisites**
- Geog 2202

**Rationale**
This is the optional lab that goes with the proposed Geog 2202 course. Please see the rationale for Geog 2202 for a full explanation. Essentially, we are looking to create a core area D, option 11 with lab for non-hard science students interested in environmental science.

**Planning Info**
- Library Resources are Adequate
- Library Resources Need Enhancement

**Comments**
This is an optional lab accompanying geog 2202 that would count as a core Area D, option 11. BOR approval is required.

**College Approvals**

- **Curtis L. Hollabaugh** [APPROVED 2014-02-03]
  Chair, Course Department

- **Scott Gordon** [APPROVED 2014-02-04]
  Coordinator, COSEM Curriculum Committee

**Cross Listing Approvals**

- N/A
  Chair, Cross Listed Department

- N/A
  Associate Dean, Cross Listed College

**Other Approvals**

- **James R. Mayer** [APPROVED 2014-03-06]
  Chair, Undergraduate Academic Programs Committee

**Final Approval**

- **Jon Anderson** [REQUIRED]
  Final Approver
SAMPLE
GEOGRAPHY 2202: ENVIRONMENTAL SCIENCE LAB

COURSE DESCRIPTION: This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.

LEARNING OBJECTIVE:

1) Gain a foundational understanding of the earth’s environmental systems through hands on, scientific activities.
2) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.

INSTRUCTOR: TBA

LABS: Once a week, for 50 minutes. Attendance is required. You are allowed 2 absences. After the first unexcused absence, each absence will result in your final grade being lowered by 1 letter grade.

LAB MANUAL: Can be purchased in the bookstore

LAB EXERCISE: For each lab, there will be an exercise sheet and/or experiment log to be turned in. These exercises will make up your grade for the course.

Lab Exercises: You do not have to turn in the lab for grading. Instead you should complete the

Schedule

Wed, Jan 8    Introduction and Course Mechanics
              Pre-test
Wed, Jan 15   Experimental Analysis
Wed, Jan 22   The Atmosphere
Wed, Jan 29   Ecological Footprint Calculator
Wed, Feb 5    Ground-Level Ozone: Smog City
Wed, Feb 12   Ground-Level Ozone: Your Vehicle
Wed, Feb 19   Acid Rain
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<tr>
<td>Wed, Feb 26</td>
<td>Drinking Water Treatment</td>
</tr>
<tr>
<td>Wed, March 5</td>
<td>Food Calories and Land</td>
</tr>
<tr>
<td>Wed, March 12</td>
<td>Ballistic Pendulum</td>
</tr>
<tr>
<td>Wed, March 19</td>
<td>Greenhouse Effect, Climate Change, Global Warming</td>
</tr>
<tr>
<td>Wed, March 26</td>
<td>Fossil Fuels: Coal</td>
</tr>
<tr>
<td>Wed, Apr 2</td>
<td>Home Energy Audit</td>
</tr>
<tr>
<td>Wed, Apr 9</td>
<td>Home Energy Analysis</td>
</tr>
<tr>
<td>Wed, Apr 16</td>
<td>Carbon Emission Capstone</td>
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Course Update Request (Add, Delete, Modify)

**Originator**
Criminology Department
College of Social Sciences
Johnson Mike
Department: College Originator

**Action**
- Add
- Modify
- Delete
- [ ] Prerequisite
- [ ] Description
- [ ] Title
- [ ] Credit
- [ ] See Comments
- [ ] Senate Action Item

**Course Details**

<table>
<thead>
<tr>
<th>CRIM</th>
<th>2276</th>
<th>Introduction to Corrections</th>
</tr>
</thead>
</table>

Corrections in America will be examined at the federal, state and local levels. The history of incarceration, the structure and functions of jails, prisons, and community corrections and the role of corrections in society will be covered.

**Course Catalog Description**

<table>
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<th>Fall - 2014</th>
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<td>Lab Hrs</td>
<td>Credits Hrs</td>
<td>Effective Term</td>
<td>Frequency</td>
<td>Grading</td>
</tr>
</tbody>
</table>

**Prerequisites**


**Corequisites**


**Rationale**

The Department of Criminology intends to include in its curriculum coverage of the three major types of criminal justice systems: law enforcement, the courts, and corrections. However, while the undergraduate program currently offers 2000 level courses in law enforcement and courts, it does not include one for corrections. Adding 2276: Introduction to Corrections will 1) balance coverage of corrections with law enforcement and the courts 2) bring the Criminology program in line with peer institutions offering 2000 level courses in all three types of criminal justice systems and 3) offer students another studies in completing their programs.

**Planning Info**

- [ ] Library Resources are Adequate
- [ ] Library Resources Need Enhancement
- Is this a SACS substantive change? NO
- Present or Projected Annual Enrollment: 90

**Comments**


**College Approvals**

- *David Jenkins [APPROVED 2014-01-27]*
  Chair, Course Department
- *Amber Smallwood [APPROVED 2014-02-10]*
  Coordinator, COSS Executive Committee

**Cross Listing Approvals**

- N/A
  Chair, Cross Listed Department
- N/A
  Associate Dean, Cross Listed Colleges

**Other Approvals**

- *James R. Mayer [APPROVED 2014-03-06]*
  Chair, Undergraduate Academic Programs Committee

**Final Approval**

- Jon Anderson [REQUIRED]
  Final Approver

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https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1401... 3/11/2014
CRIM 2275: Introduction to Corrections
Sample Syllabus

Instructor:
Office:
Office Hours:
Email:

**Required Text:** *Contemporary Corrections 2nd Ed*, Mays & Winfree, Thomson/Wadsworth

**Course Description & Learning Outcomes:**
Corrections in America will be examined at the federal, state and local levels. The history of incarceration, the structure and functions of jails, prisons, and community corrections and the role of corrections in society will be covered.

- A working knowledge of the basic research methods utilized in correctional organizations.
- An understanding of the roles of race/ethnicity, class, and sex in correctional institutions.
- Strong oral and written communication skills.
- An ability to identify and utilize technology in the study and practice of incarceration.
- A working knowledge of career options in law enforcement.
- An understanding of, and ability to engage in, ethical behavior in corrections.

**Course Requirements**

*I expect everyone to be prompt, and I will be as well. I will make every attempt to reply to any communication within 24 hours, except on Sunday.*

Students are expected to conduct themselves in a professional manner. Participation in class discussions is required as it enhances the learning experience for everyone.

Promptness is necessary for examinations. There will be no make-up exams, but your lowest score will be dropped.

**Academic Dishonesty**

**Special Needs**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.
Grading:

Final grades will be based on the following:

Grading is based off a points system. Students may earn a total of 375 points.

7/8 Discussions (lowest score dropped) = 25 points each x 7 = 175
3/4 Assignments (lowest scored dropped) = 25 points each x 3 = 75
5/6 Testing for Understanding = 25 points each x 125

Quizzes (33% of final grade):

Six total quizzes (one in each module) will consist of 10 multiple choice questions that require the integration of all course materials. Quiz completion time is 20 minutes. If you miss a quiz, you cannot make it up! However, the lowest quiz grade will be dropped.

Assignments (20% of final grade):

Four assignments will be posted. More details will be made available with each assignment. All due dates will be marked on the calendar. Late assignments will NOT be accepted! However, the lowest assignment grade will be dropped.

Discussion Board Postings (47% of final grade):

You are expected to regularly contribute to the discussions posted in the Course Modules. Specifically, you will be required to do the following: Post at least one high quality reply to the discussion questions posted by the instructor during each module of the course and post at least three high quality replies to fellow students. NOTE: A high quality posting should consist of at least two paragraphs of written text, and will be evaluated based on the quality of the posting content.

At the end of the session the percentages will be totaled and compared to the following scale. Extra credit will not be available.

Points Scale
335-375 = A
295-334 = B
255-294 = C
215-254 = D
214-000 = F
# Course Update Request (Add, Delete, Modify)

**Originator**

- Sociology Department
- College of Social Sciences
- Tripp, Winston

**Action**

- Add
- Modify
- Delete

**Modifications**

- Prerequisites
- Description
- Title
- Credit
- See Comments
- Senate Action Item

## Course Details

<table>
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<th>Course Code</th>
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<tr>
<td>SOCI 4015</td>
<td>Analyzing and Visualizing Data</td>
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**Pre-Dr Number**

**Course Title**

Students gain experience using a variety of software applications to create charts, graphs, and other visual presentations of social science data, in order to communicate complex quantitative information to non-specialists. Pre-Requisite: SOCI 4003

**Course Catalog Description**

<table>
<thead>
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<th>Lecture Hrs</th>
<th>Lab Hrs</th>
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</table>

**Effective Term**

**Frequency**

**Grading**

**Prerequisites**

- SOCI 4000

**Corequisites**

**Rationale**

This course is being added to meet the need for a data analysis and visualization course that students can take after successfully completing SOCI 4003

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

**Comments**

**Is this a SACS substantive change?**

- NO

**Present or Projected Annual Enrollment:**

- 40

## College approvals

- **Paul Lukens** [APPROVED 2014-02-03]
  - Chair, Course Department

- **Amber Smallwood** [APPROVED 2014-02-07]
  - Coordinator, COSS Executive Committee

## Cross Listing Approvals

- N/A

- **Chair, Cross Listed Department**

- **Associate Dean, Cross Listed College**

## Final Approval

- N/A

- **Jon Anderson** [REQUIRED]
  - Final Approver
SOCI 4015: Analyzing and Visualizing Social Science Data
Fall 2014

Class Information: Pafford 202; Wed: 1-2:30 P.M.; other days as needed
Instructor: Winston Tripp
Office: 205-A Pafford
Email: Email through CourseDen
Office Hours: TBA

Overview
This course is designed as an exploration into exploring social science data. This course
has two objectives for the students: 1) to utilize and reinforce statistical concepts, and 2)
to learn to analyze, visualize, and present social science data. In many ways this is
analogous to writing a research paper. You need to synthesize the information for your
reader, find the “story”, and explain this to your audience in a clear and concise way.

This topic necessarily requires the use of a variety of computer programs. You won’t
need a calculator, but you will need reliable access to a computer. I will make every
effort to use freeware whenever possible, but occasionally you may need to use a campus
computer lab for some of the projects.

Required Texts:
There are no required texts for this course.

Learning Objectives
By the end of the course, the student will be able to accurately and effectively achieve the
following:
• Be to utilize a variety of software packages, such as Microsoft Excel, Microsoft
  Powerpoint, Google, and R to analyze and visualize data. We may also utilize
  HTML and Python a bit.
• Be able to produce interactive charts and dashboards to summarize and
  relationships in the data.
• Present your analyses to a non-specialist audience.

Course Evaluation
Your grade for the class will come from four projects and participation in each class.
Grades will be assigned as follows.

90-100% = A
80-89.9% = B
70-79.9% = C
60-69.9% = D
Grading Structure (total possible percentage points for the course)
The semester is roughly divided into two parts, with a project and a presentation of the findings in the project for each part

1. Projects (30% each)
There will be two projects that you will put together during the course of the class. Although the data may overlap between students and the programs might be similar, each of these should demonstrate unique work.

2. Presentation (10% each)
After completing each project you will present the findings of your analyses to the group.

3. Attendance and Participation (20%)
You are expected to attend and participate in every class. If you are unable to attend please discuss it with me.

Technological Requirements
CourseDen will be used extensively for this course. It is your responsibility to secure reliable access to a computer with an internet connection so that you are able to utilize CourseDen. If you have problems with the CourseDen system you should contact the Distance Learning center or ITS (855-933-8946). Make sure you plan ahead, because unless I am explicitly notified by the Distance Learning Center that CourseDen has experienced an outage, there will be no extensions given on assignments if you were not able to get CourseDen to function correctly. Internet problems are not acceptable excuses for turning your work in late, neither is your lack of understanding of the CourseDen system.

Attendance
Regular attendance at all class meetings is expected. You are also expected to be in the class on time for the entire duration of the class. If you absolutely must arrive late or leave early I expect you to let me know beforehand, to sit by the door, and to be as quiet as possible in order to avoid disturbing others. You are responsible for all content disseminated in class, including discussions, films, lectures, handouts, and in-class assignments. If you must miss a class, it is up to you to obtain any notes or materials from your classmates.

Email Policy
The best way to contact me is through my CourseDen email. I will make every effort to respond to you within 24 hours, during normal business hours (M-F, 9:00 A.M.-5:00 P.M). However, do not expect to email me with a question the night before an exam or a paper is due and have a response before the deadline. I use the CourseDen system for the course so that I am better able to manage my courses, so I will only respond to emails sent through CourseDen. Papers sent as an email attachment to any email address will not be accepted. Email is considered official correspondence at UWG and,
as such, must be written in a professional manner. You are expected to include a subject line, a proper salutation and valediction, and include proper punctuation. I will not respond to emails that do not follow this format.

**Office Hours**
In addition to the office hours listed above, other hours are available by appointment. In order to ensure that you aren't waiting on other students for a time to meet with me during my office hours, I strongly encourage you to schedule a block of time with me via email or by using Google calendar (the link is provided on your CourseDen homepage for the class).

**Policy on Student Responsibilities and Classroom Conduct**
1. Students are responsible for attending all classes and arriving to class on time, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.

2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.

3. Students are responsible for monitoring their grades. Grades are continually posted and updated on CourseDen. Any errors need to be brought to the instructor's attention within two weeks of being posted.

4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.

5. Behaviors that disrupt other students’ learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, or social conversation during class).

6. Students are expected to respect others in our discussions, even when we disagree with their ideas. Personal attacks or harassing behavior is NOT acceptable. Students are expected to be able to engage the topics and material for the course whether they agree with the author or not.

**Academic Integrity**
All students are expected to act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through thru their efforts. In this course, it is considered dishonest to utilize any helps when taking exams, plagiarizing, and fabricating information. This list is not inclusive. Remember that it is you responsibility to ensure that you are not plagiarizing from another student or other author. Students who are found to be dishonest will...
receive a zero for the work, and potentially the course depending on the severity of the incident, and they will be reported to the University’s Judicial Affairs office for possible further disciplinary sanctions. It is the student’s responsibility to read and understand this policy, which is available online at http://www.westga.edu/soccrim/index_4657.php.

**Accommodation Statement**
Students who seek accommodations related to documented disabilities should first contact the Office of Disability Services, located in the Student Development Center (123 Row Hall, Phone: 678-839-6428). The coordinators in Disability Services will communicate with me to make accommodations based on your needs.

**Link to University Information**
Make sure to carefully review the information at the following link. 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.

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

The tentative schedule for the course is available on CourseDen. It is the student's responsibility to refer to this frequently and be aware of any changes that may be necessary. Below is a rough outline of topics that will be covered (but may be modified at any time):

Week 1: Visual Analysis Basics
Week 2: Using Excel to Examine Data
Week 3: Presenting Excel Charts in Powerpoint
Week 4: Using Google Charts
Week 5: Adding Time
Week 6: Motion Charts
Week 7: Presenting Data
Week 8: Data Analysis using Web Visualizations
Week 9: Working with Programming Languages
Week 10: Working with Programming Languages (cont)
Week 11: Making Charts in R
Week 12: Making Maps in R
Week 13: Web Scraping
Week 14: Presenting Data
Program View Request (Read-Only)

Originator
College of Social Sciences
Sociology Department
Hunt, Pamela

Action
☐ Add
☐ Modify
☐ Deactivate
☐ Terminate
☐ Reactivate

Modifications
☐ Program Name
☐ Program Description
☐ Degree Name
☐ See Modification Details

Program Selection
College of Social Sciences
Sociology Department

Certificate in Social Science Research Skills
Program Name
Certificate in Social Science Research Skills
Degree Name

On Campus
Program Location
Undergraduate
Degree Level

Rationale
The Department of Sociology is proposing an undergraduate Certificate in Social Science Research Skills. Both Sociology majors and non-Sociology majors will be eligible to earn the certificate. Non-Sociology majors who complete the certificate program will also earn a minor in Sociology. The program will include courses taught within the Department of Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

[Max 4000 characters]

Planning Info
☐ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 50
Is this a SACS substantive change? NO

Comments

[Max 4000 characters]

College Approvals
Ambar Smallwood [APPROVED 2014-02-07]
Coordinator, CSS Executive Committee

Paul Lukes [APPROVED 2014-02-04]
Chair, Course Department

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

Other Approvals
James R. Mayer [APPROVED 2014-03-06]
Chair, Undergraduate Academic Programs Committee

Final Approval
Jon Anderson [REQUIRED]
Final Approver

https://apps01.westga.edu/catalog/content/pgm_info_view.php?doc_id=140... 3/11/2014
Department of Sociology
Undergraduate Certificate in Social Science Research Skills

Justification

The mission of the B.S. in Sociology states that the degree program provides majors with a working knowledge of research methodologies related to seeking positions in the job market and in pursuing graduate education. There is a need for our graduates to be skillful with regard to demands of the 21st century labor market (fast-paced, ever-changing, increasingly global and technologically driven). One of the most important skill sets pertinent to the future endeavors of our graduates is that related to conducting research and analyzing data. We have great resources in our experiential learning laboratories (the Center for the Study of Social Dynamics and the Data Analysis Lab) to assist our students in developing skills that will make them competitive in the job market and in their pursuit of graduate degrees. These skills and the experiences are invaluable for our students as they seek employment opportunities or further education.

A certificate in Research Skills will provide students with the necessary training to be competent and skillful in the job market and attractive to potential employers. It will give our students a competitive advantage in pursuit of a graduate education. The program will include courses taught within the Department of Sociology.

Program

A. Eligibility

A “Certificate in Research Skills” can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Prerequisite or corequisite course (3 credit hours):
- SOCI 1101 Introductory Sociology

B. Course Requirements (12 credit hours):

Students may take 12 hours in any of the following courses to complete the 15 hours necessary to earn the certificate:

- SOCI 3001 Communicating Sociology (course title being changed to this concurrently with this certificate proposal. Currently (the old title) titled “Preparing for Success in Sociology”)
- SOCI 4000 Research Methods
• SOCI 4003 Applied Social Statistics (course title being changed to this concurrently with this certificate proposal. Currently (the old title) titled "Statistics in the Social Sciences)
• SOCI 4613 Qualitative Research Methods
• SOCI 4015 Visualizing & Managing Data
• Any approved SOCI 4999 course
• SOCI 4373 Visual Sociology

C. Certification

The Sociology Department Chair will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student’s transcript and the student will be awarded a certificate from the Sociology Department.

Catalog Copy

The “Certificate in Research Skills” will include courses taught within the Department of Sociology. The program can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Requirements for the Certificate in Social Science Research Skills
(Total - 15 hours)

• SOCI 1101 Introductory Sociology 3
• Upper level sociology courses listed below 12

List of Upper Level Sociology Courses Acceptable for Certificate in Social Science Research Skills

• SOCI 3001 Communicating Sociology
• SOCI 4000 Research Methods
• SOCI 4003 Applied Social Statistics
• SOCI 4613 Qualitative Research Methods
• SOCI 4015 Visualizing & Managing Data
• SOCI 4373 Visual Sociology
• Any approved SOCI 4999 course
**Program View Request (Read-Only)**

**Originator**
- College of Social Sciences
- Sociology Department
- Hunt, Pamela

**Action**
- Add
- Modify
- Deactivate
- Terminate
- Reactivate

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

**Program Selection**
- College of Social Sciences
- Sociology Department
- Certificate in Global and Comparative Studies
- Program Name
- Certificate in Global and Comparative Studies
- Degree Name

**Modification Details**
- The Department of Sociology is proposing an undergraduate Certificate in Global and Comparative Studies. Both Sociology majors and non-Sociology majors will be eligible to earn the certificate. Non-Sociology majors who complete the certificate program will also earn a minor in Sociology. The program will include courses taught within the Department of Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

**Rationales**
- There is a need for our graduates to be skilled in and regard to demand for the 21st century labor market (fast-paced, ever-changing, increasingly global and technologically driven). We propose a concentration that demonstrates student knowledge of global issues such as war, violence, the impact of various beliefs on social life and politics, the ways in which societies create change, and the impact of technology on the natural environment. More often, employers expect graduates to understand global issues and to be mindful of cultural differences. A certificate of this type would help students demonstrate their knowledge of global issues to employers and for graduate programs.

**Planning Info**
- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? NO

**Present or Projected Annual Enrollment:** 30

**Comments**

Max 4000 characters

**College Approvals**
- Amber Smallwood [APPROVED 2014-02-07]
  - Coordinator, CSS Executive Committee
- Paul Luken [APPROVED 2014-02-04]
  - Chair, Course Department

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

**Other Approvals**
- James R. Mayer [APPROVED 2014-03-06]
  - Chair, Undergraduate Academic Programs Committee

**Final Approval**
- Jon Anderson [REQUIRED]
  - Final Approver

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https://apps01.westga.edu/catalog/content/pgm_info_view.php?doc_id=140... 3/11/2014
Department of Sociology
Undergraduate Certificate in Global & Comparative Studies

Justification

There is a need for our graduates to be skillful with regard to demands of the 21st century labor market (fast-paced, ever-changing, increasingly global and technologically driven). We propose a concentration that demonstrates student knowledge of global issues such as war, violence, the impact of various religions on social life and politics, the ways in which societies create change, and the impact of humanity on the natural environment. More often, employers expect employees to understand global issues and to be mindful of cultural difference. A certificate of this type would help students demonstrate their knowledge of global issues to employers and/or graduate programs.

A certificate in Global and Comparative Studies will provide students with the necessary knowledge to be competent and skillful in the job market and attractive to potential employers. It will also give those students who wish to further their education a competitive advantage in their pursuit. The program will include courses taught within the Department of Sociology.

Program

A. Eligibility

A “Certificate in Global and Comparative Studies” can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Prerequisite or corequisite course (3 credit hours):
  • SOCI 1101 Introductory Sociology

B. Course Requirements (12 credit hours):

Students may take 12 hours in any of the following courses to complete the 15 hours necessary to earn the certificate:

SOCI 4803 Environmental Sociology
SOCI 3283 Globalization
SOCI 3743 Collective Behavior and Social Movements
SOCI 4325 Social Change in the Middle East
SOCI 4333 Urban Sociology
SOCI 3543 The Sociology of Religion
SOCI 3293 Marriage & Family
SOCI 4915 Violence Against Women
SOCI 3273 Managing Cultural Differences
SOCI 3733 Social Psychology: The Soci Tradition
Any approved SOCI 4999 course

C. Certification

The Sociology Department Chair will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student’s transcript and the student will be awarded a certificate from the Sociology Department.

Catalog Copy

A "Certificate in Global and Comparative Studies" will include courses taught within the Department of Sociology. The program can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Requirements for the Certificate in Social Science Research Skills
(Total - 15 hours)

- SOCI 1101 Introductory Sociology 3
- Upper level sociology courses listed below 12

List of Upper Level Sociology Courses Acceptable for Certificate in Social Science Research Skills

- SOCI 4803 Environmental Sociology
- SOCI 3283 Globalization
- SOCI 3743 Collective Behavior and Social Movements
- SOCI 4325 Social Change in the Middle East
- SOCI 4333 Urban Sociology
- SOCI 3543 The Sociology of Religion
- SOCI 3293 Marriage & Family
- SOCI 4915 Violence Against Women
- SOCI 3273 Managing Cultural Differences
- SOCI 3733 Social Psychology: The Soci Tradition
- Any approved SOCI 4999 course
Program View Request (Read-Only)

<table>
<thead>
<tr>
<th>Action</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Program Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Social Sciences</td>
</tr>
<tr>
<td>Certificate in Social Diversity</td>
</tr>
<tr>
<td>Certificate in Social Diversity</td>
</tr>
<tr>
<td>Degree Name:</td>
</tr>
</tbody>
</table>

**Rationale**
More often employers expect employees to be tolerant and mindful of cultural differences and social diversity. We propose a concentration that demonstrates student knowledge of social diversity with regard to age, ethnicity, race, nationality, gender, socioeconomic status, religious beliefs, and more. A certificate of this type would help students demonstrate their knowledge of social diversity to employers and/or graduate programs.

**Planning Info**
- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? NO

**Comments**
(Max 4000 characters)

**College Approvals**
- **Amber Smallwood** [APPROVED 2014-02-07]
  Coordinator, COSS Executive Committee
- **Paul Lokken** [APPROVED 2014-02-04]
  Chair, Course Department

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

**Other Approvals**
- **James R. Mayer** [APPROVED 2014-03-06]
  Chair, Undergraduate Academic Programs Committee

**Final Approval**
- **Jon Anderson** [REQUIRED]
  Final Approver
Department of Sociology  
Undergraduate Certificate in Social Diversity

Justification

More often, employers expect employees to be tolerant and mindful of cultural differences and social diversity. We propose a concentration that demonstrates student knowledge of social diversity with regard to age, ethnicity, race, nationality, gender, socioeconomic status, religious beliefs, and more. A certificate of this type would help students demonstrate their knowledge of social diversity to employers and/or graduate programs.

A certificate in Social Diversity will provide students with the necessary knowledge to be competent and skillful in the job market and attractive to potential employers. It will also give those students who wish to further their education a competitive advantage in their pursuit. The program will include courses taught within the Department of Sociology.

Program

A. Eligibility

A “Certificate in Social Diversity” can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Prerequisite or corequisite course (3 credit hours):

- SOCI 1101 Introductory Sociology

B. Course Requirements (12 credit hours):

Students may take 12 hours in any of the following courses to complete the 15 hours necessary to earn the certificate:

- SOCI 3273 Managing Cultural Differences
- SOCI 3603 Sociology of Gender
- SOCI 3623 Social Inequality
- SOCI 3954 Aging: Past, Present, Future
- SOCI 4333 Urban Sociology
- SOCI 4323 Cultural and Racial Minorities
- SOCI 3943 American Class Systems
- SOCI 4916 Gender and Work
- SOCI 4543 Deviant and Alternative Behavior
- SOCI 4700 Sociology of Emotions
SOCI 3543 Sociology of Religion
SOCI 3293 Marriage & Family
SOCI 3733 Social Psychology: The Soci Tradition
Any approved SOCI 4999 course

C. Certification

The Sociology Department Chair will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student’s transcript and the student will be awarded a certificate from the Sociology Department.

Catalog Copy

The "Certificate in Social Diversity" will include courses taught within the Department of Sociology. The program can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Requirements for the Certificate in Social Science Research Skills
(Total - 15 hours)

- SOCI 1101 Introductory Sociology 3
- Upper level sociology courses listed below 12

List of Upper Level Sociology Courses Acceptable for Certificate in Social Science Research Skills

- SOCI 3273 Managing Cultural Differences
- SOCI 3603 Sociology of Gender
- SOCI 3623 Social Inequality
- SOCI 3954 Aging: Past, Present, Future
- SOCI 4333 Urban Sociology
- SOCI 4323 Cultural and Racial Minorities
- SOCI 3943 American Class Systems
- SOCI 4916 Gender and Work
- SOCI 4543 Deviant and Alternative Behavior
- SOCI 4700 Sociology of Emotions
- SOCI 3543 Sociology of Religion
- SOCI 3293 Marriage & Family
- SOCI 3733 Social Psychology: The Soci Tradition
- Any approved SOCI 4999 course
The Department of Sociology is proposing an undergraduate Certificate in Social Services. Both Sociology majors and non-Sociology majors who complete the certificate program will also earn a minor in Sociology. The program will include courses taught within the Department of Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

### Rationale
The mission of the B.S. in Sociology states that the degree program provides majors with knowledge of findings relevant to issues of social diversity. Our majors and minors often express the desire to work in the field of social services after graduation. There is a need for our graduates to have the knowledge of the types of people and interactions they will encounter when working in this field. In particular, students who wish to work in social services would benefit from concentrating their sociology courses with regard to childhood, death, grief, and caring; urban and rural politics, marriage & family; health and medicine; domestic violence; and aging. These and other courses that hone students' knowledge of social services will assist them in gaining...

### Planning Info
- Library Resources are Adequate
- Library Resources Need Enhancement

**Is this a SACS substantive change?**

- **Yes**

**Present or Projected Annual Enrollment:** 30

### Comments
(Max 4000 characters)

### Cross Listing Approvals
- **Chair, Cross Listed Department**: N/A
- **Associate Dean, Cross Listed College**: N/A

### Other Approvals
- **Amber Smallwood** [APPROVED 2014-02-07]
  - Coordinator, COSS Executive Committee
- **Paul Liten** [APPROVED 2014-02-04]
  - Chair, Course Department
- **James R. Mayer** [APPROVED 2014-03-06]
  - Chair, Undergraduate Academic Programs Committee

### Final Approval
- **Jon Anderson** [REQUIRED]
  - Final Approver
Department of Sociology
Undergraduate Certificate in Social Services

Justification
The mission of the B.S. in Sociology states that the degree program provides majors with knowledge of findings relevant to issues of social diversity. Our majors and minors often express the desire to work in the field of social services after graduation. There is a need for our graduates to have the knowledge of the types of people and interactions they will encounter when working in this field. In particular, students who wish to work in social services would benefit from concentrating their sociology courses with regard to childhood; death, grief, and caring; urban and rural politics; marriage & family; health and medicine; domestic violence; and aging. These and other courses that hone students’ knowledge of social services will assist them in gaining employment in this field or in pursuit of further education.

A certificate in Social Services will provide students with the necessary knowledge to be competent and skillful in the job market and attractive to potential employers. It will also give those students who wish to further their education a competitive advantage in their pursuit. The program will include courses taught within the Department of Sociology.

Program

A. Eligibility

A “Certificate in Social Services” can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Prerequisite or corequisite course (3 credit hours):
  • SOCI 1101 Introductory Sociology

B. Course Requirements (12 credit hours):

Students may take 12 hours in any of the following courses to complete the 15 hours necessary to earn the certificate:

SOCI 4445 Sociology of Childhood
SOCI 3804 Death, Grief, and Caring
SOCI 4333 Urban Sociology
SOCI 3293 Marriage and Family
SOCI 4300 Housing and Homelessness
SOCI 4440 Sociology of Medicine
SOCI 4441 Sociology of Mental Health
SOCI 3134 Intro to Social Work
SOCI 4734 Social Work Skills
SOCI 4182 Aging Families
SOCI 4700 The Sociology of Emotions
SOCI 4915 Violence Against Women
SOCI 3954 Aging: Past, Present, Future
SOCI 3733 Social Psychology
Any approved SOCI 4999 course

C. Certification

The Sociology Department Chair will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Sociology Department.

Catalog Copy

A "Certificate in Social Services" will include courses taught within the Department of Sociology. The program can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Requirements for the Certificate in Social Science Research Skills
(Total - 15 hours)

- SOCI 1101 Introductory Sociology 3
- Upper level sociology courses listed below 12

List of Upper Level Sociology Courses Acceptable for Certificate in Social Science Research Skills

- SOCI 4445 Sociology of Childhood
- SOCI 3804 Death, Grief, and Caring
- SOCI 4333 Urban Sociology
- SOCI 3293 Marriage and Family
- SOCI 4300 Housing and Homelessness
- SOCI 4440 Sociology of Medicine
- SOCI 4441 Sociology of Mental Health
- SOCI 3134 Intro to Social Work
- SOCI 4734 Social Work Skills
- SOCI 4182 Aging Families
- SOCI 4700 The Sociology of Emotions
- SOCI 4915 Violence Against Women
- SOCI 3954 Aging: Past, Present, Future
- SOCI 3733 Social Psychology: The Soci Tradition
- Any approved SOCI 4999 course
Addendum III
Course Update Request (Add, Delete, Modify)

- **Originator**: COE Doctoral
- **College of Education**: Parrish, Margaret

**Action**
- [ ] Add
- [ ] Modify
- [ ] Delete

**Modifications**
- [ ] Prerequisites
- [ ] Description
- [ ] Title
- [ ] Credit
- [ ] See Comments

**Course Details**

- **Course Number**: EDSD 9171
- **Course Title**: Program Evaluation

This course focuses on the theories, concepts, and processes involved in planning and managing evaluations. Students will engage in evaluations in specific education situations (individual, group, organizational) using focus groups, key stakeholder interviews, survey design, data gathering, analysis and/or other methods as appropriate and analyze outcomes to make recommendations for development and/or remediation.

**Course Catalog Description**

- **Life Hrs**: 3
- **Lab Hrs**: 3
- **Credit Hrs**: 3

**Effective Term**: Summer - 2015

**Yearly Frequency**: 1

**Corequisites**

- Must be a doctorate student in school improvement or Professional Counseling & Supervision.

**Rationale**

This course is being added to increase students research opportunities.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

**Comments**

This course will be cross listed with EDSD 9171, which already exists.

**College Approvals**

- **Lara Wilcox** [APPROVED 2014-01-04]
  - Chair, Course Department

- **Rebecca Stanard** [APPROVED 2014-01-09]
  - Associate Dean, College of Education

**Cross Listing Approvals**

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

**Other Approvals**

- **Elizabeth Kramer** [APPROVED 2014-03-06]
  - Chair, Graduate Programs Committee

**Final Approval**

- **Jon Anderson** [REQUIRED]
  - Final Approver
EDSI 9171

PROGRAM EVALUATION

Semester Hours  3
Semester      Summer, 2015

Time/Location
Instructor
Office Location
Office Hours
Telephone
E-mail
Fax

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

D2L Help & Troubleshooting
http://uwgonline.westga.edu/students.php

D2L 24 hour help
http://d2lhelp.view.usg.edu

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

Resources for Distance and Off-Campus Services
http://libguides.westga.edu/content.php?pid=194459

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

Ingram Library Services
http://westga.edu/library/
COURSE DESCRIPTION
Prerequisite: Must be a doctorate student in School Improvement or Professional Counseling & Supervision.

This course focuses on the theories, concepts, and processes involved in planning and managing evaluations. Students will engage in evaluations in specific education situations (individual, group, organizational) using focus groups, key stakeholder interviews, survey design, data gathering, analysis and/or other methods as appropriate and analyze outcomes to make recommendations for development and/or remediation.

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

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

APPROACHES TO INSTRUCTION

This course is a doctoral level course and includes a variety of approaches to learning including but not limited to project-based learning, group discussion, and use of interactive technologies.

This course will be delivered 100% online.

COURSE OBJECTIVES

Students will:

1. Demonstrate an understanding of models, methods, and theoretical bases of program evaluation and their current applications (Knowledge);
2. Conduct assessments to determine evaluability of programs; (Skills)
3. Demonstrate the ability to design and implement an evaluation in the context of their work settings (Skills);
4. Demonstrate an ability to critically analyze existing data in their work settings and use outcomes to enhance programs and services (Field-based Inquiry); and,
5. Understand legal, ethical, and multicultural issues associated with program evaluation (Knowledge).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required:


Required Instructional Resource:

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

Suggested:


References:


Davidson, E.J. (2012). *Actionable evaluation basics: Getting succinct answers to the most important questions.* Real Evaluation, LTD. (realevaluation.com/read-mini-e-books/)


What Works Clearinghouse Standards version1.0 download from;
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments: For assignment resources, more details, and grading rubrics, please see assignments link in D2L. All assignments will be submitted through the assignments link and, if specified, through Tk20.

Assignment 1: Evaluability Assessment. Each student will assess the evaluability of at least three programs he/she has identified as potential objects of evaluation. (Course Objective 2). This assignment must also be submitted through Tk20.

Assignment 2: Intervention Evaluation. Students will design an intervention and an evaluation to increase undergraduate teacher education students understanding of the ethical behaviors explicated by the Georgia Professional Standards Commission (Course Objectives 3-5). This assignment must also be submitted through Tk20.

Assignment 3 Literature Review. Each student will select the focus for further study from one or more evaluated in assignment one. The program will be fully described (see scoring rubric) and an integrated review of the literature (25-30 pages) will be developed that includes a rationale for the program being evaluated (supported by data) and evidence that the interventions used to achieve the program goals are likely to be successful. (Course Objective 1)

Assignment 4: Students are expected to participate in online assignments, discussions, and other group activities conducted and/or posted on D2L. To participate in the live classes, students will need an integrated headset and microphone and a stable Internet connection.

*These two assignments are key assessments of learning outcomes used to measure program effectiveness. They are scored in Tk20 and results are aggregated to help us learn what changes or modifications might be made to the curriculum to enhance or improve student learning. They are graded in D2L to evaluate individual student performance.

Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluability Assessment</td>
<td>100</td>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>2. Intervention evaluation</td>
<td>100</td>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>3. Dissertation Topic &amp; Literature Review</td>
<td>100</td>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>4. Participation</td>
<td>100</td>
<td>Graded Discussions</td>
<td>On-going</td>
</tr>
</tbody>
</table>

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers, uses ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest UWG Connection and Student Handbook and the Graduate Catalog. Doctoral students are held to a very high standard of conduct. Please note that instances of plagiarism may be referred to the program faculty for review and lead to serious consequences up to and including dismissal.

Attendance: The expectation is Students are expected to attend all online class sessions. If an emergency arises it is the student’s responsibility to notify the instructor prior to missing class.

Disability: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Late Work: All assignments will be submitted via DropBox, the assignment link on D2L. No email submissions will be accepted unless specified by the instructor.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:

- Participating in interactions and class activities in a positive manner;
- Collaborating and working equitably with classmates, especially on group assignments;
- Turning in assignments on time;
- Arriving to and leaving class punctually;
- Treating classmates, colleagues, and the instructor with respect in and out of the classroom;
- Eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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. Students have a responsibility to check this email account for important University related information.

CLASS OUTLINE
The content for this course is divided into four learning modules. The name of each module, expectations for student learning, and the expected completion dates are listed below. On the course content section of D2L, students will find detailed instructions, assignments, and additional resources related to each module.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Expectations</th>
<th>Completion Dates</th>
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</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>1. Students will be familiar with the course syllabus and the orientation to D2L.</td>
<td></td>
</tr>
<tr>
<td>Program Theory, Development and Evaluation</td>
<td>2. Students will demonstrate an understanding of the importance and role of program theory in evaluation;</td>
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<tr>
<td></td>
<td>3. Students will describe program theory, including change and action, to be evaluated during enrollment at UWG; and,</td>
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<td></td>
<td>4. Students will conduct evaluability assessments for potential objects of the dissertation evaluation;</td>
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<tr>
<td>Theories, Standards, and Competencies in Program Evaluation</td>
<td>1. Students will apply accepted principles of program evaluation design;</td>
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<td></td>
<td>2. Students will develop logic models; and,</td>
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<td></td>
<td>3. Students will design a 2-year professional development plan focused on evaluator competencies.</td>
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<tr>
<td>Program Evaluation Methods and Tools</td>
<td>1. Students will match approaches and methods to desired outcomes in evaluation;</td>
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<td></td>
<td>2. Students will understand the major analytical methods used in evaluation; and,</td>
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<td></td>
<td>3. Students will understand and use strategies for making program recommendations based on evaluation.</td>
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</tr>
<tr>
<td>Legal, Ethical, and Multicultural Issues in</td>
<td>1. Students will demonstrate their understanding of</td>
<td></td>
</tr>
</tbody>
</table>
| Program Evaluation | legal and ethical issues in evaluation; and,  
|                    | 2. Students will discuss cultural competence in evaluation; and,  
|                    | 3. Students will describe evaluation strategies indicative of cultural sensitivity and competence. |
Program View Request (Read-Only)

Originator

College of Education  Learning and Teaching  Busholt, Jessica

College

Department

Action

Add  Modify  Deactivate  Terminate

Reactivate

Modifications

Program Name  Program Description  Degree Name  See Modification Details

Program Name

Master of Education with a Major in Special Education and Teaching (General Curriculum)

Program Name

Master of Education

Degree Name

Master of Education

Program Selection

College of Education

On Line

On Line

Graduate

Graduate

Effective Semester/Year

Fall  2014

Fall  2014

Modification Details

An MAT has been developed for initial certification students in special education. This gives us an opportunity to separate out preparation of those seeking initial teaching certificates from the preparation of candidates who already have credentials in special education. The proposed revision is designed to meet the needs of this latter group, as well as P-12 students and all stakeholders involved in public education.

The proposed revision will have two directions for

(Max 4000 characters)

Rationale

An MAT has been developed for initial certification students in special education. This gives us an opportunity to separate out preparation of those seeking initial teaching certificates from the preparation of candidates who already have credentials in special education. The proposed revision is designed to meet the needs of this latter group, as well as P-12 students and all stakeholders involved in public education.

The proposed revision will have two directions for candidates. One is designed to effectively prepare teachers certified in special education who did not actually complete a pre-service program (who have certification based on a

(Max 4000 characters)

Comments

An MAT has been developed for initial certification students in special education. This gives us an opportunity to separate out preparation of those seeking initial teaching certificates from the preparation of candidates who already have credentials in special education. The

(Max 4000 characters)

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Is this a SACS substantive change? YES  (see Policy)

Present or Projected Annual Enrollment: 100

College Approvals

Donna Harkins  [APPROVED 2013-10-08]

Chair, Course Department

Rebecca Stanard  [APPROVED 2013-10-29]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elizabeth Kramer  [APPROVED 2014-03-07]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson  [REQUIRED]

Final Approver
Proposed Revision of the MEd program in Special Education -
General Curriculum: Rationale

An MAT has been developed for initial certification students in special education. This
gives us an opportunity to separate out preparation of those seeking initial teaching
certificates from the preparation of candidates who already have credentials in special
education. The proposed revision is designed to meet the needs of this latter group, as
well as P-12 students and all stakeholders involved in public education.

The proposed revision will have two directions for candidates. One is designed to
effectively prepare teachers certified in special education who did not actually complete a
preparation program (who have certification based on a clear, renewable, professional
teaching certificate in another area in addition to passing special education tests); we
would like to see these candidates receive coursework they need to be effective with this
group of learners. The other is designed for the special education professional who seek
further specialization on top of a previous preparation program (and clear, renewable,
professional teaching certification) in special education. These two directions are
reflected by the two sets of coursework on the program sheet. Program features also were
developed based on an analysis of data, including data from both unit and program
assessment, and updated information from the field (recent revision of the standards of
the Council for Exceptional Children, the SPA for NCATE/CAEP accreditation in the
area of special education).

The program will have some innovative features, specifically through the use of 1- and 2-
credit-hour modules focusing on specific aspects critical to the roles and responsibilities
of special educators who collectively cover a broad range of ages and disability types.
With the modules, we can differentiate preparation based on backgrounds and needs of
our candidates. Many of these modules will involve reconfiguration of current
coursework so that critical needs are targeted. The traditional 3-credit-hour classes that
are part of the proposed revision also will consist of reconfigurations of existing
coursework, based on data analysis, current features of the field and our experiences in
offering this coursework over the past five to ten years.
For candidates who hold a clear, renewable, professional teaching certificate in special education AND received their certification through completion of an approved undergraduate special education preparation program:

<table>
<thead>
<tr>
<th>Special Education Core (27 credit hours)</th>
<th>Grade</th>
<th>Transfer/Substitute</th>
<th>Date taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 6721 Professional Seminar</td>
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<tr>
<td>SPED 6767 Advanced Curriculum &amp; Methods (General Curriculum)</td>
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<tr>
<td>SPED 7767 Strategies for Challenging Behaviors</td>
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<td>SPED 7705 Urban &amp; Multicultural Issues in Special Education</td>
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<tr>
<td>SPED 7721 Assessment in Special Education</td>
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<tr>
<td>SPED 7765 Advanced Differentiated Instruction</td>
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<tr>
<td>EDRS 6301 Research in Education</td>
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<tr>
<td>SPED 7702 Technology in Special Education</td>
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<tr>
<td>SPED 6793 Practicum II: Special Education</td>
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<tr>
<td>Electives (9 credit hours total)</td>
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<tr>
<td>Other 6000/7000 level classes with permission of advisor (6 hours)</td>
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<tr>
<td>Content Specialty Modules (selected SPED 7785 Special Topics classes; total 3 credit hours)</td>
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</tbody>
</table>

For candidates who hold a clear, renewable, professional teaching certificate in special education AND received their certification through the testing option:

<table>
<thead>
<tr>
<th>Special Education Core (33 hours)</th>
<th>Grade</th>
<th>Transfer/Substitute</th>
<th>Date taken</th>
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<tbody>
<tr>
<td>SPED 6709 Regulations &amp; Requirements in Special Education</td>
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<td></td>
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<tr>
<td>SPED 6715 Characteristics of Learners: Mild Disabilities</td>
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<tr>
<td>SPED 6721 Professional Seminar</td>
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<tr>
<td>SPED 6761 Classroom Behavior Management</td>
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<tr>
<td>SPED 6766 Basic Curriculum &amp; Methods (General Curriculum)</td>
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<tr>
<td>SPED 6767 Advanced Curriculum &amp; Methods (General Curriculum)</td>
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<tr>
<td>SPED 7705 Urban &amp; Multicultural Issues in Special Education</td>
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<tr>
<td>SPED 7721 Assessment in Special Education</td>
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<td>SPED 7722 Collaboration in Special Education</td>
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<tr>
<td>EDRS 6301 Research in Education</td>
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<tr>
<td>SPED 6793 Practicum II: Special Education</td>
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<tr>
<td>Electives (3 hours)</td>
<td></td>
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<tr>
<td>Other 6000/7000 level class with permission of advisor OR Content Specialty Modules (selected SPED 7785 Special Topics classes) (total of 3 credit hours)</td>
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### Special Education Core (30 credit hours)

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<tbody>
<tr>
<td>SPED 6721 Professional Seminar</td>
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<tr>
<td>SPED 6715 Educational Characteristics of Learners: Mild Dis</td>
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<tr>
<td>SPED 6766 Instructional Strategies for Mild Disabilities</td>
<td></td>
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<tr>
<td>SPED 6767 Differentiated Instruction for Exceptional Learners</td>
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<tr>
<td>SPED 6723 Ecological Development of Exceptional Learners</td>
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<tr>
<td>SPED 7705 Urban &amp; Multicultural Aspects of Special Education</td>
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<tr>
<td>SPED 7721 Assessment in Special Education</td>
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<tr>
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<tr>
<td>EDRS 6301 Research in Education</td>
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<tr>
<td>SPED 6793 Practicum II: Special Education</td>
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</tbody>
</table>

**Electives (6 credit hours total)**

- SPED 7702 Technology in Special Education
- SPED 7765 Learning Strategies and Content Enhancement
- SPED Direct Instruction Methodology for Reading and Math
- Other 6000/7000 level classes with permission of advisor

Students who do not hold a clear, renewable, professional teaching certificate in special education must see an advisor and meet additional admission and certificate requirements listed on the back; and must complete all pre- and corequisites below.

### Program Areas and Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
<th>Transfer/Substitute</th>
<th>Date taken</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites: (6 hours) (or equivalents)</td>
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<tr>
<td>SPED 6706 or 2706 Special Education in the Regular Classroom</td>
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<tr>
<td>SPED 6709 Regulations and Requirements in Special Education</td>
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<tr>
<td>Co-requisites (15 hours) (or equivalents)</td>
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<tr>
<td>CEPD 6101 Psychology of Classroom Learning</td>
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<tr>
<td>READ 3262 Introduction to Teaching Reading</td>
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<tr>
<td>MGED 4285 Math Methods for Special Educators</td>
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<tr>
<td>Georgia Technology Requirement</td>
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<tr>
<td>SPED 6792 Practicum I: Special Education</td>
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</tbody>
</table>

1SPED 6721 must be taken during one of the first two semesters of the Special Education Core
2Required prerequisite: SPED 6715 Educational Characteristics of Learners
3Required prerequisite: CEPD 6101 Psychology of Classroom Learning
4SPED 6723 Ecological Development of Exceptional Learners must be taken before
5Must be taken during the last 6 hours of the program; advance application required
6Admission to Teacher Education required
7If you do not hold a T-4 Georgia Certificate, GA Technology requirement must be met through a PSC approved technology course.
8Must be taken during the last 12 hours of the program (or with advisor approval); advance application required

Proposed Program 9-10-13
Course Update Request (Add, Delete, Modify)

**Originator**
- History Department
- College of Arts and Humanities
- Popov. Nathedja

**DepartFul**
- OsPr/ReY

**Action**
- Add
- Modify
- Delete

**Modifications**
- Prerequisites
- Description
- Title
- Credit
- See Comments
- Senate Action Item

**Course Details**
- **HIST 6884**
- **Historical Methods and Writing**
- **Prefix**: HIST
- **Number**: 6884
- **Credits**: 3

This course builds on the process begun in HIST 6884 (Historiography) in training students to think, research, and write as professional historians. Students will learn to carry out advanced, original research using primary sources; incorporate historiography into their own work; and write effectively for an academic audience. Required of all M.A. history graduates.

**Course Catalog Description**
- **Fall - 2014**
- **Yearly**
- **Letter Grade**

**Prerequisites**
- HIST 6884 (Historiography)

**Corequisites**

**Rationale**
This is a new required course for all MA history students entering in Fall 2014 and later (see accompanying programme change request submitted). The addition of this course aims to remedy the currently identified weakness of many incoming students in the areas of historical research and writing. Training the students more systematically in these areas will, in turn, aid the students' rates of completing the programme by preparing them better for the process of writing the MA thesis. Many programmes of our size and caliber offer such a course as well. Furthermore, since this is a methodological course, all history faculty are qualified to teach it, so staffing should not be a problem.

**Planning Info**
- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? NO
- Present or Projected Annual Enrollment: 16

**Comments**

**College Approvals**
- **Howard Goodson** [APPROVED 2014-02-07]
  - Chair, Course Department
- **Randy J. Hendicks** [APPROVED 2014-02-28]
  - Dean, College of Arts and Humanities

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

**Other Approvals**
- **Elizabeth Kramer** [APPROVED 2014-03-07]
  - Chair, Graduate Programs Committee

**Final Approval**
- **Jon Anderson** [REQUIRED]
  - Final Approver
HIST 6694: Historical Methods and Writing

Catalog Course Description: This course builds on the process begun in HIST 6684 (Historiography) in training students to think, research, and write as professional historians. Students will learn to carry out advanced, original research using primary sources; incorporate historiography into their own work; and write effectively for an academic audience. Required of all M.A. history graduates.

The main objective of this course is to enable students to produce an article-length (25-35 pages) research paper on a topic of their choice. With this goal in mind, each student will work closely with the course professor and a faculty adviser in his/her subject area to come up with an original research question, master the relevant primary sources, engage with the historiography on the topic, and write the paper in stages over the course of the semester. The class will thus function as a research support workshop, training all students to find the relevant primary and secondary sources, engage with the historiography relevant to their topic, and present their argument convincingly in writing.

The successful completion of this course will fulfill the research paper obligation for the degree for students who pursue the non-thesis track.

Learning Outcomes:
Students who successfully complete this course will demonstrate the following:
1. Increased abilities in carrying out research using primary sources
2. Increased abilities in analyzing primary and secondary sources both orally and in writing, and citing them correctly in accordance with the Chicago Manual of Style/Turabian
3. Increased abilities in incorporating historiography into their own work
4. An ability to carry out an original article-length research project on a topic of the student’s choice, to be demonstrated through the completion of a 25-35 page research paper.

Required Texts:


Grading Criteria:
Class participation: 20%
In-class presentations: 10%
Final Paper Progress Components (primary source list, secondary source bibliography, conference abstract, and paper outline): 20%

Final Paper, First Draft: 10%

Final Paper, Final Draft: 40%

**Course Outline**

**Week 1:** Demystifying the research process: introduction to UWG Library databases and archives

**Week 2:** Formulating a research question

**Week 3:** Using archival materials in your research; research question due

**Week 4:** Interviews and oral histories as primary sources

**Week 5:** Primary source list due; primary source presentations

**Week 6:** The academic article as genre; student presentations of influential academic articles in their historical fields

**Week 7:** Workshop on writing conference abstracts; secondary source annotated bibliography due

**Week 8:** Writing the introduction, and integrating historiography; conference abstract due

**Week 9:** Introduction and historiography portions of the paper due; in-class peer-review workshop

**Week 10:** Structuring your argument: problems and solutions

**Week 11:** Final research paper outline due; in-class peer-review workshop

**Week 12:** No in-class meeting; each student must meet sometime this week with the instructor and the faculty reader for his/her paper

**Week 13:** Final research paper drafts due; in-class peer-review workshop

**Week 14:** Revising and incorporating criticism; becoming an effective editor

**Week 15:** Final research papers due
**Program View Request (Read-Only)**

**Originator**
- College of Arts and Humanities
- History Department
- Popov, Nadejda

**Action**
- Add
- Modify
- Deactivate
- Terminate
- Reactivate

**Modifications**
- Program Name
- Program Description
- Degree Name
- Self Modification Details (See Procedures)

**Program Selection**
- College of Arts and Humanities
- Master of Arts with a Major in History, General
- Master of Arts
- On Campus
- Graduate
- Fall
- 2014

**Rationale**
The History Department would like to add a new required course for all MA students entering in the Fall of 2014 and later: HIST 6684 (Historical Methods and Writing). A separate proposal is submitted for this course to be added to the catalog. The total number of credits for the completion of the degree will not be affected. Rather, depending on the student’s track within the program (see details on the tracks in attached document), the new course will take the place of an elective or one of the courses for the minor field of study. Since this service...

**Planning Info**
- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? No (See Policy)
- Present or Projected Annual Enrollment: 60

**College Approvals**
- Randy J. Hendricks [APPROVED 2014-02-28]
  - Dean, College of Arts and Humanities
- Howard Goodson [APPROVED 2014-02-07]
  - Chair, Course Department

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

**Other Approvals**
- Elizabeth Kram [APPROVED 2014-03-07]
  - Chair, Graduate Programs Committee

**Final Approval**
- Jon Anderson [REQUIRED]
  - Final Approver
Proposed Changes to the M.A. Programme in History: Spring 2014

(If approved, changes will take effect for the entering class of Fall 2014)

I. Programme change proposal (up for a vote)

Changes to current policy are indicated in red. Please see previous Handbook language in appendix.

Plan 1: M.A. with Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>History, major field</td>
<td>15</td>
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<tr>
<td>History, minor field</td>
<td>9</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>HIST 6684 (Historiography)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 6694 (Historical Methods and Writing)</td>
<td>3</td>
</tr>
</tbody>
</table>

All students are required to take HIST 6684 and HIST 6694 in their first two semesters of study, unless given special permission. Electives from other departments require the approval of both a student’s personal faculty advisor and the Graduate Coordinator of the History Department.

The comprehensive examination shall include an oral defense of the thesis and oral exam over material in a student’s major and minor fields before a committee of at least three faculty members, chaired by the student’s major academic advisor.

Plan 2: M.A. with Thesis or Thesis/Project and Public History Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public History, major field</td>
<td>15 hours (must include HIS 5400 unless exempt)</td>
</tr>
<tr>
<td>History, minor field</td>
<td>9 hours</td>
</tr>
<tr>
<td>Thesis/project/internship</td>
<td>6 hours</td>
</tr>
<tr>
<td>History 6684 (Historiography)</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 6694 (Historical Methods and Writing)</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

All students are required to take HIST 6684 and HIST 6694 in their first two semesters of study, unless given special permission.

Under the Public History major field, students must take HIST 5400, Introduction to Public History, unless they have had this course as an undergraduate. Two of the public history courses (six
hours) must be methods courses. Students may take relevant courses outside of the History Department upon the approval of the Public History Coordinator. All students pursuing a concentration in Public History must take a three-hour internship.

Public History concentrators may elect to write a traditional thesis or to complete a thesis/applied research project. Guidelines for the thesis project are found in this manual.

The comprehensive exam shall include a defense of the thesis or thesis/project and an oral exam over material in public history and the minor field before a committee of at least three faculty members, chaired by the student’s major academic advisor.

Plan 3: M.A. in History, Generalist

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>US History</td>
<td>9 hours</td>
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<tr>
<td>World History</td>
<td>9 hours</td>
</tr>
<tr>
<td>Custom/Thematic (e.g., Public History, Atlantic World)</td>
<td>9 hours</td>
</tr>
<tr>
<td>Elective (students are recommended, but not required, to take Methods in Teaching)</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 6684 (Historiography)</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 6694 (Historical Methods and Writing)</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

All students are required to take HIST 6684 and HIST 6694 in their first two semesters of study, unless given special permission.

Electives from other departments require the approval of both a student’s personal faculty advisor and the Coordinator of Graduate Studies for the History Department.

At least half of the courses shall be at the 6000-level, so students should take full advantage of the graduate seminars offered each semester. Students should note that while thesis hours count towards the total number of credits required to complete the degree, they do not count towards the number of 6000-level courses required. When absolutely necessary, students may take a directed readings course to fulfill the requirements for the 6000-level courses, but students may take no more than six hours of directed readings courses.

The comprehensive examination will include a written exam containing a question from each of the student’s three fields. In addition, the student must pass an oral exam over his or her coursework fields before a committee of at least three faculty members. Exam questions will be drawn from the entirety of the student’s coursework and from any additional material deemed necessary by the student’s examining committee. The exams will be arranged with the assistance of the student’s major academic advisor and will be graded by the members of the committee. The comprehensive examination will take place only after the student has completed the
Degree Requirements

The department offers three plans for the M.A. degree and two certificate programs.

Plan 1: M.A. with Thesis

<table>
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<tr>
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<tbody>
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<td>Thesis</td>
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<tr>
<td>History 6684 (Historiography)</td>
<td>3</td>
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<tr>
<td>Elective (with approval)</td>
<td>3</td>
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</table>

Electives from other departments require the approval of both a student’s personal faculty advisor and the Graduate Coordinator for the History Department.

The comprehensive examination shall include an oral defense of the thesis and oral exam over material in a student's major and minor fields before a committee of at least three faculty members, chaired by the student's major academic advisor.

Plan 2: M.A. with Thesis or Thesis/Project and Public History Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public History, major field</td>
<td>15 hours (must include HIS 5400 unless exempt)</td>
</tr>
<tr>
<td>History, minor field</td>
<td>12</td>
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<tr>
<td>Thesis/project/internship</td>
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</tr>
<tr>
<td>History 6684 (Historiography)</td>
<td>3</td>
</tr>
</tbody>
</table>

Under the Public History major field, students must take HIS 5400, Introduction to Public History, unless they have had this course as an undergraduate. Two of the public history courses (six hours) must be methods courses. Students may take relevant courses outside of the History Department upon the approval of the Public History Coordinator. All students pursuing a concentration in Public History must take a three-hour internship.
Public History concentrators may elect to write a traditional thesis or to complete a thesis/applied research project. Guidelines for the thesis project are found in this manual.

The comprehensive exam shall include a defense of the thesis or thesis/project and an oral exam over material in public history and the minor field before a committee of at least three faculty members, chaired by the student’s major academic advisor.

**Plan 3: M.A. Non-Thesis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<td>History, first minor field</td>
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<td>History, second minor field</td>
<td>9</td>
</tr>
<tr>
<td>History 6684 (Historiography)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (with approval)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives from other departments require the approval of both a student’s personal faculty advisor and the Coordinator of Graduate Studies for the History Department.

At least half of the courses shall be at the 6000-level, so students should take full advantage of the graduate seminars offered each semester. Students should note that while thesis hours count towards the total number of credits required to complete the degree, they do not count towards the number of 6000-level courses required. When absolutely necessary, students may take a directed readings course to fulfill the requirements for the 6000-level courses, but students may take no more than six hours of directed readings courses. Students will be required to complete at least one research seminar at the 6000 level in the student’s major field. In each minor field the student must complete at least one 6000-level seminar that requires writing a major essay. Students will submit a major research paper of 20-25 pages to their examining committee as part of the graduation requirements. The committee decides whether the research paper indicate that the student’s general knowledge of researching and writing history shows that he or she is ready to take the Master’s comprehensive examination.

The comprehensive examination will include a written exam over a student’s major field and one minor field, to be arranged with the assistance of the major academic advisor after the student’s research paper has been approved and after the student has completed the Cultural/Global Literacy Requirement. In addition, the student must pass an oral exam over the major field and the two minor history fields before a committee of at least three faculty members chaired by the student’s major professor.
29. Non-Thesis Track Research Paper

M.A. students taking the Non-Thesis track must submit a research paper that reflects the students' general knowledge of researching and writing history and illustrates that he or she is ready to take the Master's comprehensive examination. The research paper should cover a topic from the student's major field of study and be about the length of a journal article (approximately 6,500-8,000 words – or roughly 20-25 pages – exclusive of footnotes). The committee will review the paper and determine what kinds of revisions will be required. A student may be required to provide several drafts of the paper before the committee approves the paper. A form must be signed by the committee indicating its acceptance of the student's writing sample.

30. Exit Examinations

M.A. Non-Thesis Track

Once the major professor and other members of the examination committee have approved of the students' research paper, students must pass a written and oral comprehensive examination. The written exam covers a student’s major field and one minor field in history. The subsequent oral exam will cover the student’s major field and two minor fields. The examining committee will include three or four faculty members and will be chaired by the student’s major professor. All committee members for both the written and oral examinations must be approved as graduate faculty for the University of West Georgia.

For the written exam, the examining professors should give students at least four weeks in advance the major themes that will be covered in the major and minor field exams. Students will also be given reading lists that cover their major and minor fields. These reading lists will be created by the students' major and minor field professors and be given to the student at least three months in advance of the exam dates. The major field reading list will have a maximum of fifteen books and each minor field reading list will have a maximum of ten books. These reading lists are in addition to any coursework materials that the students may have taken for their major and minor fields of study, although some of these readings may come from courses that they have already taken at West Georgia.

On the exam date (determined by the students’ committee and the Coordinator of Graduate Studies), students will be given two questions for the major field to be answered in three hours and two questions to be answered in two hours for the minor field. These questions will be based upon the major themes and reading lists provided in advance by the examining professors. Students may opt to take the entire test in one day or to have the minor field examination on a separate day. The exams will take place in a room arranged by the students’ advisor. If the committee determines that a student did not perform adequately on the written examinations, the student will have the opportunity to re-take the part (or parts) of the exam that he/she failed within three months or the end of the next full
semester. If the student fails again one or more parts of the examination, the student normally will not be allowed to continue in the program. The student, however, may appeal for an exception to the Graduate Studies Committee.

When the committee determines that a student has performed adequately on the written examination, then the major professor will schedule a date and time for an oral examination which will last no more than two hours. Each of the three or four faculty members present will be given equal time to ask questions. The questions might concern the students' answers on the written examination; the reading lists associated with their major/ minor fields of study; the students' research paper; the course material students have covered within the program, and/or the overall historical philosophy that students have developed as a result of their studies. When the exam has been completed, the examining committee will decide whether or not a student has passed. If the committee votes in the affirmative, then its members will sign the appropriate paperwork approving the student's reception of the Master's degree. If the committee determines that a student failed a part, or parts, of the oral examination, then he/she may re-take the part(s) of the exam deemed unsatisfactory within three months or before the end of the next complete semester. If the student fails again one or more parts of the oral examination, the student normally will not be allowed to continue in the program. The student, however, may appeal for an exception to the Graduate Studies Committee.

Per the Registrar's Office, all exams must be completed no later than two weeks prior to graduation, so please plan accordingly. In addition, all M.A. examinations must be taken on campus.
Course Update Request (Add, Delete, Modify)

<table>
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<tbody>
<tr>
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<td>Course Details</td>
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<td>SOCI 6003</td>
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<tr>
<td>Graduate-level statistics course, covering hypothesis testing, measures of association, and linear and logistic regression. Pre-Requisite: either SOCI 4003, SOCI 5003, or an equivalent undergraduate statistics course</td>
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<td>Lec Hrs</td>
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<td>Prerequisites</td>
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<td>SOCI 6003, or SOCI 5003, or an equivalent undergraduate statistics course</td>
</tr>
<tr>
<td>Rationale</td>
</tr>
<tr>
<td>This course is being added as we restructure the graduate program in Sociology to better meet the needs of our students. It will serve as the required statistics course in the sociology program.</td>
</tr>
<tr>
<td>Planning Info</td>
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<td>Library Resources are Adequate</td>
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<td>Is this a SACS substantive change?</td>
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<td>Present or Projected Annual Enrollment:</td>
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<tr>
<td>Amber Smallwood [APPROVED 2014-02-10]</td>
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<td>Coordinator, COSS Executive Committee</td>
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<tr>
<td>Jon Anderson [REQUIRED]</td>
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<td>Chair, Graduate Programs Committee</td>
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<td>Final Approver</td>
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https://apps01.westga.edu/catalog/content/doc info view.php?doc id=1402... 3/11/2014
SOC 6003: Applied Social Statistics
Spring 2015

Class Information: TLC 1116; Mon, 5:30-8:00 P.M.
Instructor: Winston Tripp
Office: 205-A Pafford
Email: wtripp@westga.edu
Office Hours: M & W 12:00-2:00 P.M.; Tu & Thurs 8:00-11:00 A.M.

---

Overview
This course is a graduate-level statistics course, which is designed to provide you with a working knowledge of statistical models and analysis. This means that you need to have a command of the statistical concepts, be able to utilize a statistical analysis software package, and communicate your findings both verbally and in writing.

Required Texts:
It is your responsibility to secure access to the following texts at the beginning of the term.

Boca Raton. ISBN#: 1-58488-450-9

Additional (Optional) Helpful Resources:

Course Pre-requisite Skills
This course assumes that the student has a foundation in basic theoretical concepts of statistical analysis, including measures of central tendency, measures of dispersion, measures of association, sampling, and hypothesis testing. The Salkind text is a good refresher for anyone wanting extra practice with these skills, and I will also provide links to useful websites for you to get extra instruction or practice on CourseDen.

Technological Requirements
CourseDen will be used extensively for this course. It is your responsibility to secure reliable access to a computer with an internet connection so that you are able to utilize CourseDen. If you have problems with the CourseDen system you should contact the
Distance Learning center or ITS (855-933-8946). Make sure you plan ahead, because unless I am explicitly notified by the Distance Learning Center that CourseDen has experienced an outage, there will be no extensions given on assignments if you were not able to get CourseDen to function correctly. Internet problems are not acceptable excuses for turning your work in late.

You are not required to have a calculator for this course. We will be using the R program extensively. This program is available on all computers in TLC 1116 and Pafford 202. It is also free and available for download at:

http://www.r-project.org/

**Learning Objectives**

The successful student will be able to complete the following tasks:

- Clearly and accurately describe the variables used in the analysis in enough detail that the analysis can be successfully replicated.
- Conduct a multivariate Ordinary Least Squares regression analysis with both discrete and continuous explanatory variables using the Stata statistical analysis package.
- Accurately describe the assumptions of the model.
- Diagnose and correct common problems found in OLS regression models due to assumption violations
- Effectively interpret and communicate the results of the analysis.

**Course Evaluation**

Your grade for the class will be composed of two exams, 6 assignments, and attendance at five activities outside of the classroom. Late papers will have 5% deducted from the final grade for each day that they are late.

Grades will be assigned as follows.

90-100% = A  
88-89.9% = B  
70-79.9% = C  
60-69.9% = D

**Grading Structure (total possible percentage points for the course)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (2)</td>
<td>60%</td>
</tr>
<tr>
<td>Assignments (6)</td>
<td>30%</td>
</tr>
<tr>
<td>Activities(5)</td>
<td>10%</td>
</tr>
</tbody>
</table>
1. **Exams (30% each)**

There will be two exams during the semester. Each will have a take-home and an in-class component. The take-home portion of the exam is due at the beginning of the class that we will be taking the in-class part of the exam.

2. **Assignments (5% each)**

There is an assignment due every few weeks that is designed to help you prepare for the exam. It will include calculations, concepts, and the use of R code. Assignments are due by 5:00 P.M. on Wednesday of the assigned week. Although this is not a writing class, the quality of your writing has a direct bearing on the clarity of the presentation of your ideas. Papers will be turned in to me electronically through CourseDen dropbox. I will check for plagiarism. Your paper must be submitted in the format specified in the instructions (either .doc, .docx, or .txt). It is your responsibility to make sure your paper is submitted correctly. Files submitted (even accidently) as any other format, such as a .Ink file, will not be accepted.

3. **Activities (2% each)**

You are also required to attend five activities. You must be at each of the activities for the entire duration to receive credit. These may include short courses on statistics, R, data analysis, or research presentations. I will post information about these on CourseDen.

**Attendance**

Regular attendance at all class meetings is expected and absolutely necessary for your success in this course. You are also expected to be in the class on time for the entire duration of the class. If you absolutely must arrive late or leave early I expect you to let me know beforehand, to sit by the door, and to be as quiet as possible in order to avoid disturbing others. You are responsible for all content disseminated in class, including discussions, films, lectures, handouts, and in-class assignments. If you must miss a class, it is up to you to obtain any notes or materials from your classmates.

**Email Policy**

The best way to contact me is through my CourseDen email. I will make every effort to respond with you within 24 hours, during normal business hours (M-F, 9:00 A.M.-5:00 P.M). However, do not expect to email me with a question the night before an exam or a paper is due and have a response before the deadline. I use the CourseDen system for the course so that I am better able to manage my courses, so I will only respond to emails sent through CourseDen. Papers sent as an email attachment to any email address will not be accepted. Email is considered official correspondence at UWG and, as such, must be written in a professional manner. You are expected to include a subject line, a proper salutation and valediction, and include proper punctuation. I will not respond to emails that do not follow this format.
Office Hours
In addition to the office hours listed above, other hours are available by appointment. In order to ensure that you aren’t waiting on other students for a time to meet with me during my office hours, I strongly encourage you to schedule a block of time with me via email.

UWG Common Course Syllabi Link
Students are responsible for reviewing the information provided through the following link each semester:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Policy on Student Responsibilities and Classroom Conduct
1. Students are responsible for attending all classes and arriving to class on time, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.

2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.

3. Students are responsible for monitoring their grades. Grades are continually posted and updated on CourseDen. Any errors need to be brought to the instructor’s attention within two weeks of being posted. Your scores are available on CourseDen, and I will not calculate your grade for you.

4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.

5. Behaviors that disrupt other students’ learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, or social conversation during class).

6. Students are expected to respect others in our discussions, even when we disagree with their ideas. Personal attacks or harassing behavior is NOT acceptable. Students are expected to be able to engage the topics and material for the course whether they agree with the author or not.
**Tentative Schedule**
The tentative schedule for the course is available on CourseDen. It is the student's responsibility to refer to this frequently and be aware of any changes that may be necessary.

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<thead>
<tr>
<th>Week</th>
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<td>13-Jan</td>
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<td>27-Jan</td>
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**Program Selection**

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**Modification Details**

PHYC 8010 to be changed to elective status.

**Rationale**

Material is sufficiently covered in other existing courses.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO

Present or Projected Annual Enrollment: 39

**Comments**

(Max 4000 characters)

**College Approvals**

- **Amber Smallwood** [APPROVED 2014-01-22]
  Coordinator, COSS Executive Committee
- **Donadrian Rice** [APPROVED 2013-12-12]
  Chair, Course Department

**Cross Listing Approvals**

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

**Other Approvals**

- **Elizabeth Kramer** [APPROVED 2014-03-07]
  Chair, Graduate Program Committee

**Final Approval**

- Jon Anderson [REQUIRED]
  Final Approver

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**Action**
- Add
- Modify
- Deactivate
- Terminate
- Reactivate

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

(See Procedure)

**Program Selection**

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**Program Name**

**Post-Baccalaureate Certificate**

**Degree Name**

**On Campus**

**Graduate**

**Program Location**

**Fall**

**Degree Level**

**Year**


**Modification Details**

See attached document.

(Max 4000 characters)

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? YES
- (See Policy)
- Present or Projected Annual Enrollment: 20

(Max 4000 characters)

**Comments**

(Max 4000 characters)

**College Approvals**

- Amber Smallwood [APPROVED 2014-02-04]
  Coordinator, CCS Executive Committee

- Jesus Peralta [APPROVED 2014-02-04]
  Chair, Course Department

**Cross Listing Approvals**

- N/A
  Chair, Cross Listed Department

- N/A
  Associate Dean, Cross Listed College

**Other Approvals**

- Elizabeth Kramer [APPROVED 2014-03-07]
  Chair, Graduate Programs Committee

**Final Approval**

- Jon Anderson [REQUIRED]
  Final Approver

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Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

The Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods is a collaborative program housed in the College of Social Sciences. The program is designed for students who aspire to work in academic, governmental, non-profit, and commercial sectors. However, the certificate is also tailored to mid-career professionals whose jobs require advanced training in a variety of quantitative and qualitative evaluation strategies and research methods. The demand for program evaluation is growing as both private and public grant funding agencies require well-trained experts to evaluate the efficacy of programs that they have funded. Students will receive training in applying statistical and qualitative research techniques to analyze and provide feedback on programs in a variety of governmental and non-governmental arenas.

To fulfill program requirements students must take 15 credit hours in the courses listed below. The program can be pursued simultaneously with such programs as Sociology, Criminology, Public Administration, Psychology, and Planning. The certificate is also eligible to students who are not seeking MA degrees in the Social Sciences.

Overlap with Existing USG Programs

No other institution in the University System of Georgia has a graduate degree or certificate program in program evaluation.

Schedule of Coursework

Courses in the program will usually be offered in an unconventional format appropriate for working professionals. Most of the courses are offered as once-a-week evening classes. Also departments may occasionally offer the courses online (fully or hybrid), on weekends, and during the Maymester.

Learning Outcomes

1. Develop data collection instruments and procedures appropriate for specific research projects.
2. Show specific knowledge in at least one sphere of program evaluation
3. Be able to apply qualitative and quantitative research techniques

Admission

1. Applicants to the program must meet the College of Social Sciences requirements and:
2. Submit three letters of recommendation
3. Submit a statement of purpose that includes reasons for seeking a certificate in Applied Research and Evaluation Methods
4. Have a minimum overall 2.50 GPA
5. Applicants to the program are required to have taken research methods or statistics at the undergraduate level.
6. Students who have successfully been admitted to an M.A. or Ph.D. program in the College of Social Sciences only have to submit an application form.

Program of Study

The certificate requires five courses. Courses in statistics, data analysis, and research methods are offered by several departments. Course substitutions can be made with the approval of the certificate faculty adviser.

1. Foundation course:
   a. SOCI or CRIM 6013 Social Research
2. One course in program evaluation:
   a. CRIM or SOCI 6275: Planning and Evaluation
   b. POLS 6204: Public Policy Analysis and Evaluation
3. Two courses in research methods:
   a. SOCI 6613: Qualitative Research
   b. SOCI 6660: Institutional Ethnography
   c. SOCI 6015: Managing Data
   d. CRIM 6015: Managing Data
   e. POLS 6202: Research Methods for Public Administration
   f. GEOG 5551: Introduction to GIS and Mapping Science
   g. EDRS 6303 School-Based Research Methods
   h. ECON 6430 Business Forecasting
   i. ECON 6485 Econometrics and Analytics
   j. PSYC 6083 Research Methods
4. One elective in your area of interest or expertise:
   a. education, planning, child development, nonprofit management, public administration, social or environmental policy, nursing, sociology, or criminology.

Overlap with Existing Degree Programs and Additional Course Needs

Students enrolled in the applied research and evaluation program may use certificate courses toward the completion of MA degrees in Sociology or Criminology. Since both departments regularly teach these courses, no additional courses are required to support the certificate program. Both majors allow six credits outside of the department to count toward the major and an additional three with DGS approval. Also, students seeking the certificate in conjunction
with other MA degree programs in the college of Social Sciences must consult their graduate advisors to ensure that they are on track to meet degree requirements.

**Program Evaluation**

The Directors of Graduate Study for the Sociology and Criminology MA programs will share responsibility for annual evaluation of the program’s learning objectives. Both departments have developed sound procedures for SACS evaluation.
Program View Request (Read-Only)

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<thead>
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<th>Modifications</th>
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<tbody>
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Program Selection

| College of Social Sciences | Sociology Department | Noorl. Neema |

| College | Department | Organizational |

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| Program Selection | Master of Arts with a Major in Sociology |

| College | Program |

| College | Master of Arts with a Major in Sociology |

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Modification Details

The Department of Sociology is proposing an accelerated Master's Program for the degree program in Sociology. Qualified students may complete 30 instead of 36 hours of coursework and obtain a Master's degree. This program is designed to allow academically superior undergraduate students who take up to six hours of graduate level coursework (5000 or 6000) as part of their Bachelor's program to complete the Master's program in a more timely fashion.

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Rationale

See attached Document.

(Max 4000 characters)

Planning Info

<table>
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<th>Library Resources are Adequate</th>
<th>Library Resources Need Enhancement</th>
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<tr>
<td>Present or Projected Annual Enrollment:</td>
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</table>

Comments

(Max 4000 characters)

College Approvals

Paul Loken [APPROVED 2013-11-04]
Chair, Course Department

Amber Smallwood [APPROVED 2014-02-10]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Elizabeth Kramer [APPROVED 2014-03-07]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Page 80 of 90

https://apps01.westga.edu/catalog/content/pgm_info_view.php?doc_id=131... 3/11/2014
Applied Sociology Track

The MA program in Sociology currently has two tracks: Plan I (Thesis) and Plan II (Comprehensive Exam). We would like to replace the comprehensive exam option with an applied sociology track. Students opting for the new Plan II (Applied Track) would complete 21 hours of elective coursework beyond the core requirements. They would then register for 3 credit hours of additional research methods coursework and 3 credit hours of SOCI 6286 Internship. Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, and SOCI 6275. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the graduate advisor.

Students opting for Plan II must constitute a three person committee, one of whose members must come from the organization housing the student’s internship. The student in consultation with the committee will plan and oversee an initiative at the internship site such as the development of a new program, the evaluation of an existing program, or the submission of a grant to fund services at the organization where the internship is based. Once the student has fulfilled all responsibilities related to the internship, the committee will meet to evaluate the student’s work and make a recommendation on awarding the MA degree.

Language for the Catalogue

Students accepted into the program may choose either Plan I (Thesis Track) or Plan II (Applied Track). Under Plans I and II students must complete 21 hours of elective coursework beyond the core requirements. Under Plan I students must take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under Plan I. Under Plan II students must register for 3 credit hours of additional research methods coursework and 3 credit hours of SOCI 6286 Internship. Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, and SOCI 6275. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the graduate advisor.

Students opting for Plan II must constitute a three person committee, one of whose members must come from the organization housing the student’s internship. The committee must meet twice, once
before the student begins the internship and once after the internship is complete. In consultation with the committee, the student will plan and oversee an initiative at the internship site such as the development of a new service, the evaluation of an existing program, or the submission of a grant to fund new services at the organization where the internship is based. Once the student has fulfilled all responsibilities related to the internship, the committee will meet to evaluate the student’s work and make a recommendation on awarding the MA degree.

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<th>Requirements</th>
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<td>Core Courses</td>
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<td>9 hours</td>
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<td>Elective Courses</td>
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<td>Thesis Preparation</td>
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<tr>
<td>Additional Research Methods Coursework</td>
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<tr>
<td>Internship</td>
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<td>Total Hours</td>
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<td>Final Project</td>
<td>Thesis</td>
<td>Internship Project</td>
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APPENDIX A

GRADUATE COURSE LOADS POLICY REVISION
RATIONALE: This policy revision separates the three sections in the existing policy, to create three new policies. The purpose is to improve clarity.

REVISION OF POLICY

Graduate Course Loads
Minimum Graduate Course Loads for Financial Aid Eligibility
To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. The UWG Office of Financial Aid defines full-time enrollment for a graduate student as 9 credit hours, or the equivalent, each term. Half-time enrollment is defined as 5 credit hours, or the equivalent, each term. Students must register for and attend 5 credit hours, or the equivalent, to be eligible for Financial Aid each term. To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 9 credit hours and half-time enrollment is 5 credit hours. These minimum enrollments apply consistently across all terms, Fall, Spring, and Summer.

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<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Full Time</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Half Time</td>
<td>5</td>
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Minimum Graduate Course Loads for Graduate Assistantship Eligibility
Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 9 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 6 semester credit hours.

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<th>Minimum Required Enrollment</th>
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Maximum Graduate Course Loads for All Graduate Students
Graduate students who do not hold one of the three types of assistantships may register for 12 credit hours without permission. Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies (or Dean/designee) for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.
CLEAN COPY OF REVISION OF POLICY

Graduate Course Loads for Financial Aid Eligibility
To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 9 credit hours and half-time enrollment is 5 credit hours. These minimum enrollments apply consistently across all terms, Fall, Spring, and Summer.

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<tr>
<td>Half Time</td>
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Graduate Course Loads for Graduate Assistantship Eligibility
Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 9 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 6 semester credit hours.

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Graduate Course Loads
Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies (or Dean/designee) for their college or school. Some programs may require additional levels of approval.
Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.
APPENDIX B

To be added to the Graduate Catalog

Class Absence

Instruction begins the first day of class. In face-to-face courses, if students fail to attend the first day and have not contacted the instructor to explain their absence, they may be dropped during the Drop/Add Period to make room for other students.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session.

For those courses that meet for the first time after the end of the Drop/Add Period, see Faculty Handbook Section 204.

Class attendance policies are determined by each instructor for his or her courses and may be found in the syllabus. Since course policies differ, students are responsible for understanding attendance requirements for each course. Failure to comply with those requirements may significantly affect grades.

Students are expected to attend each class meeting. Students absent from class while officially representing the University or observing religious holidays should generally not be penalized in the calculation of final grades, as long as they provide advance notice and expeditiously make arrangements to complete any missed work.

University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions; musical/theatrical/art performances or exhibitions associated with a degree program; debate competitions; and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or events associated with social organizations such as fraternities or sororities.

Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the instructor.

Any student who must be absent for more than one week of class should notify the Patient Advocates in Health Services, telephone 678-839-6452. The student should also notify the instructor or department.
GRADUATION

A student with a minimum 3.0 overall grade point average and who has met all requirements of the Program of Study must submit an application for the degree with the Registrar’s Office the semester prior to the semester of graduation. No student will be issued a diploma or academic transcript if in default of payment due to the University.

The graduation application and $40 (per degree) application fee can be deferred up to one year from the initial term of scheduled graduation. If the student does not graduate within one year of the original scheduled graduation date, the student must reapply for graduation and pay the $40 (per degree) application fee again.
Addendum IV
Recommended Faculty Handbook Revisions

(Section 101.02 Minimum Criteria for Appointment)

The Faculty Senate Rules Committee members have made a recommendation to delete portions of text from Section 101.02 of the Faculty Handbook. The paragraphs to edit are related to Minimum Criteria for Appointment and are shown on pages 7 and 8. For example, in Section 101.0202 To the Rank of Assistant Professor, references are made to the following Sections: 103.0302,D,1; 103.0302,D,2; and 103.0302,D,3 for criteria related to Teaching, Service to Institution, and Professional Growth and Development, respectively. Similar references are made in Section 101.0203 To the Rank of Associate Professor and Section 101.0204 To the Rank of Professor. The text on pages 7 and 8 is inaccurate because the referenced items in Section 103 are different as a result of previous changes to the Faculty Handbook. The Rules Committee recommendation is to delete the text in Section 101.02 that indicates a specific number of evidentiary sources and refers to Section 103.0302. (The current Faculty Handbook no longer indicates a specific number of evidentiary sources in Section 103.0302.) The text recommended for deletion is indicated below with the strikethrough feature.

The criteria for Academic Achievement in Section 101.0202 also need to be edited. The second sentence, “Those holding academic rank in the Library must earn a second Master's degree.” needs to be deleted because that is no longer a criterion.

101.0202 To the Rank of Assistant Professor

1. **Teaching.** Demonstration of potential for effectiveness in teaching, with evidence, where possible, from student evaluations and from at least two additional sources listed in section 103.0302,D,1.

2. **Service to Institution.** Demonstration of potential for effectiveness, where possible, by successful, collegial service on departmental, school-wide, institutional or system-wide committees, and with evidence from at least two additional sources listed in section 103.0302,D,2.

3. **Academic Achievement.** Terminal degree in discipline or significant recognition and achievement in specialization. Those holding academic rank in the Library must earn a second Master's degree.

4. **Professional Growth and Development.** Demonstration of potential for effectiveness in the candidate's discipline, with evidence, where possible, from at least two of the sources listed in section 103.0302,D,3.
101.0203 To the Rank of Associate Professor

**Teaching.** Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching. with evidence from student evaluations and from at least three additional sources listed in section 103.0302,D,1.

**Service to Institution.** Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, school-wide, institutional or system-wide committees. and with evidence from at least three additional sources listed in section 103.0302,D,2.

**Academic Achievement.** Terminal degree in discipline or extraordinary recognition and achievement in specialization. Those holding academic rank in the Library must earn a second master's degree.

**Professional Growth and Development.** Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness. with evidence from at least three of the sources listed in section 103.0302,D,3.

101.0204 To the Rank of Professor

1. **Teaching.** Demonstration of a clear and convincing record of a high level of sustained effectiveness. with evidence from student evaluations and from at least four additional sources listed in section 103.0302,D,1.

2. **Service to Institution.** Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, school-wide, institutional or system-wide committees. and with evidence from at least four additional sources listed in section 103.0302,D,2.

3. **Academic Achievement.** Terminal degree in discipline or extraordinary recognition and achievement in specialization. Those holding academic rank in the Library must earn a second master's degree.

4. **Professional Growth and Development.** Demonstration of a clear and convincing record of emerging stature as regional, national or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline. with evidence from at least four of the sources listed in section 103.0302,D,3.
Recommendation for One-Year Position of Chair-Elect of the Faculty Senate

The current composition of the Faculty Senate includes the following (see Policies and Procedures of the University West Georgia, August 16, 2011, p. 20) http://www.westga.edu/assetsDept/vpaa/PoliciesProcedures15June2012.pdf:

- University President (ex officio)
- University Provost (ex officio)
- Chair of the Senate
- Past-Chair of the Senate (ex officio)
- Duly Elected Senators
- Executive Secretary

The Faculty Senate Rules Committee members have made a recommendation to institute an additional position of Chair-Elect of the Faculty Senate (ex officio) to serve in the position for one year. The Rules Committee members recommended that the election should be held at the last Spring General Faculty meeting for the term of Chair-Elect to begin June 1st. The Chair-Elect would then assume the position of Chair on the following June 1st. The rationale was that the position would allow more time for the Chair-Elect to learn the responsibilities of the Chair and be mentored by the current Chair.