Memorandum

To: General Faculty

Date: January 21, 2015

Regarding: Agenda, Faculty Senate Meeting, January 23 at 3:00 p.m., TLC 1-203

The agenda for the January 23, 2015 Faculty Senate meeting will be as follows:

1. Call to order

2. Roll call

3. Approval of minutes of December 5 (see Addendum I)

4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)
Action Items (see Addendum II):

A) College of Arts and Humanities
   1) Department of History
      a) Course: HIST 3319 The Making of Modern Africa, 1820-Present
         Request: Add

   2) Department of English
      a) Course: ENGL 4155 Twentieth-Century British Literature
         Request: Delete

      b) Course: ENGL 4130 Eighteenth Century British Literature
         Request: Delete

      c) Course: ENGL 4135 British Romanticism
         Request: Delete

      d) Course: ENGL 4110 Medieval Literature
         Request: Delete

      e) Course: ENGL 4115 Renaissance Literature
         Request: Delete

      f) Course: ENGL 4120 Seventeenth-Century British Literature
         Request: Delete

      g) Course: ENGL 4145 Victorian Literature
         Request: Delete

      h) Course: ENGL 4125 Colonial and Early American Literature
         Request: Delete
i) Course: ENGL 4140 American Romanticism  
   Request: Delete

j) Course: ENGL 4150 American Realism and Naturalism  
   Request: Delete

k) Course: ENGL 4160 Twentieth-Century American Literature  
   Request: Delete

l) Course: ENGL 4165 Contemporary British and American Literature  
   Request: Delete

m) Course: ENGL 4000 Studies in British Literature I  
   Request: Add

n) Course: ENGL 4002 Studies in British Literature II  
   Request: Add

o) Course: ENGL 4003 Studies in American Literature I  
   Request: Add

p) Course: ENGL 4005 Studies in American Literature II  
   Request: Add

q) Course: ENGL 4188 Studies in Individual Authors  
   Request: Modify

r) Program: BA with a Major in English  
   Request: Modify

B) Richards College of Business
   1) Department of Economics
      a) Program: Data Analytics Certificate  
         Request: Add

C) College of Education
   1) Department of Leadership and Instruction
      a) Course: PWLA 1661 Outdoor Recreation  
         Request: Add

      b) Course: PWLA 1679 Body Boot Camp  
         Request: Add

      c) Course: PWLA 1688 Mat Pilates  
         Request: Add

      d) Course: PWLA 1689 Yoga: Intermediate  
         Request: Add
D) College of Social Sciences
   1) Department of Anthropology
      a) Course: ANTH 4204 Ice Age Peoples of North America
         Request: Add
      b) Program: Bachelor of Science in Anthropology
         Request: Modify

   2) Department of Criminology
      a) Program: Bachelor of Science in Criminology
         Request: Modify

E) The Undergraduate Programs Committee endorses the addition of the QEP Learning Outcome
   "Adapt written communication to specific purposes and audiences" to Areas C, D, and E of the core.

Committee II: Graduate Programs Committee (Susan Welch, Chair)
Action Items (see Addendum III):

   A) College of Education
      1) Leadership and Instruction
         a) Course: SEED 7560 Contemporary Issues in Secondary Education
            Request: Add
         b) Course: EDLE 8305 Residency Course: Effective Management to Promote Student Learning
            Request: Add
         c) Program: Master of Education with a Major in Secondary Education
            Request: Modify

   B) College of Science and Mathematics
      1) Mathematics Department
         a) Program: Master of Science with a Major in Mathematics
            Request: Modify

Committee VI: Strategic Planning Committee (Nadya Williams, Chair)
Action Item:
   A) Vote on QEP Learning Outcome to be added for Areas C, D, and E of the core: "Adapt written communication to specific purposes and audiences."

Information Item:
   A) QEP information update
Committee XIII: Rules Committee (Patrick Erben, Chair)

Action Item (see Addendum IV):

A) Changes to Policies and Procedures of the University of West Georgia, Section 2: Faculty Senate Organization

5. Old business

6. New business

7. Announcements

8. Adjournment
Addendum I
1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:01 p.m.

2. Roll Call

Present

Absent
Banford, Faucette, Mbaye, McCullers, Skott-Myhre, Steere, Vinson

3. Minutes: a motion was made and seconded to approve the minutes of November 14.

Item approved unanimously by voice vote.

4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)
Action Items:

A) College of Arts and Humanities
   1) Department of Music
      a) Course: MUSC 4040 Principles and Methods of Music Learning and Teaching
         Request: Add

      b) Course: MUSC 4230 Technology in Music Education
         Request: Add

   These two items were taken together and approved unanimously by voice vote.

   2) Department of History
      a) Course: HIST 4505 American Foreign Policy Since 1898
         Request: Add

Item approved unanimously by voice vote.
B) Richards College of Business
   1) Department of Marketing
      a) Course: MKTG 4818 Web Page Design
         Request: Add
      
         b) Course: MKTG 4823 Logistics and Supply Chain Management
         Request: Add

      These two items were taken together and approved unanimously by voice vote.

C) College of Education
   1) Department of Leadership and Instruction
      a) Course: PHED 3210 Healthy Eating and Nutrition
         Request: Add
      
         b) Course: PHED 2000 Applied Concepts in Fitness and Wellness
         Request: Add
      
         c) Course: PHED 3220 Health Promotion, Education, and Program Evaluation
         Request: Add
      
         d) Course: PHED 3230 Exercise Leadership
         Request: Add
      
         e) Course: PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership
         Request: Add
      
         f) Course: CMWL 3110 Program Evaluation in Community Settings
         Request: Add
      
         g) Course: CMWL 3100 Lifespan Development
         Request: Add
      
         h) Course: READ 4201 Language and Literacy for Diverse Populations
         Request: Add
      
         i) Course: CEPD 4200 Working with Diverse Populations in Human Services
         Request: Add
      
         j) Course: CEPD 3200 Skills and Ethics in Human Services
         Request: Add
      
         k) Course: CMWL 2100 Introduction to Health and Community Wellness
         Request: Add

      These eleven items were taken together and approved unanimously by voice vote.
1) Program: BS with a Major in Health and Community Wellness  
Request: Add

Item approved unanimously by voice vote.

2) Department of Educational Technology and Foundations  
a) Course: EDRS 4042 Introduction to Classroom Assessment  
Request: Add

Item approved unanimously by voice vote.

D) College of Science and Mathematics  
1) Department of Geosciences  
a) Course: GEOG 2202 Environmental Science  
Request: Add

b) Course: GEOG 2202L Environmental Science Lab  
Request: Add

These two items were taken together and approved unanimously by voice vote.

2) Department of Physics  
a) Course: PHYS 4103 Astrophysics  
Request: Add

Item approved unanimously by voice vote.

E) College of Social Sciences  
1) Department of Anthropology  
a) Course: ANTH 4205  
Request: Add

Item approved unanimously by voice vote.

2) Department of Political Science  
a) Program: Data Analytics Certificate  
Request: Add

Item approved unanimously by voice vote.

F) QEP/Revisions to Core Area B Outcomes  
1) Committee approved proposed revisions to Core Area B outcomes.

Committee II: Graduate Programs Committee (Susan Welch, Chair)  
Action Items:
A) College of Education
   1) Educational Technology and Foundations
      a) Program: Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology)
         Request: Modify

*Item approved unanimously by voice vote.*

B) College of Arts and Humanities
   1) Music Department
      b) Course: MUSC 5230 Technology in Music Education
         Request: Add

*Item approved unanimously by voice vote.*

Committee VI: Strategic Planning Committee (Nadya Williams, Chair)
Action Item: Core Area B revisions

**Proposed catalog page:**

Core Area B
Institutional Options
Learning Outcomes
4-5 hours

Demonstrate the ability to:

- Adapt written and oral communication to specific rhetorical purposes and audiences.
- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

Students must take one course from category 1, and any combination of courses to meet the total number of hours of 4 for science majors and 5 for non-science majors.

1 - Written and Oral Communication:
Courses in this area must meet both learning outcomes stated above.
One of the following is required of all majors:
Choose from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2000</td>
<td>Oral Communication and the Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1110</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2000</td>
<td>American Speech</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2050/</td>
<td>Self-Staging:</td>
<td></td>
</tr>
<tr>
<td>THEA 2050</td>
<td>Oral Communication in Daily Life</td>
<td>3</td>
</tr>
<tr>
<td>FREN/GRMN/SPAN 1001 or 1002</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2020</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>XIDS 1004</td>
<td>Oral and Technological Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

2 - Other Institutional Options:
Courses in this area must meet at least one of the learning outcomes stated above. Institutional Elective, choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>Faces of Culture</td>
<td>2</td>
</tr>
<tr>
<td>BUSA 1900</td>
<td>Surfing the Internet for Success</td>
<td>2</td>
</tr>
<tr>
<td>CS 1000</td>
<td>Practical Computing</td>
<td>1</td>
</tr>
<tr>
<td>CS 1020</td>
<td>Computers and Society</td>
<td>2</td>
</tr>
<tr>
<td>LIBR 1101</td>
<td>Academic Research and the Library</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 1110</td>
<td>Survey of World Music</td>
<td>2</td>
</tr>
<tr>
<td>XIDS 2001</td>
<td>What Do You Really Know About . . .</td>
<td>1</td>
</tr>
<tr>
<td>XIDS 2002</td>
<td>What Do You Really Know About . . .</td>
<td>2</td>
</tr>
</tbody>
</table>

**Current Version:**

**Core Area B**

Institutional Options

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4-5</td>
</tr>
</tbody>
</table>

**Demonstrate the ability to:**

- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.
- Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.

Students may take any combination of courses as long as one is from category 1 and the total number of hours is 4 for science majors and 5 for non-science majors.

**1 - Oral Communication:**

One of the following is required of all majors:

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<tr>
<td>PHIL 2020</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>XIDS 1004</td>
<td>Oral and Technological Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

**2 - Other Institutional Options:**

Institutional Elective, choose one of the following:

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CS 1000  Practical Computing  1
CS 1020  Computers and Society  2
LIBR 1101  Academic Research and the Library  2
MUSC 1110  Survey of World Music  2
XIDS 2001  What Do You Really Know About (Selected Topic)  1
XIDS 2002  What Do You Really Know About (Selected Topic)?  2

Discussion: Micheal Crafton thanked everyone for working on this, especially Nadya Williams, Julia Farmer, and Debra MacComb. Dr. Williams encouraged faculty to consider implementing it early (spring next year), since official implementation is next fall. Please talk with Dr. Williams about it. President Marrero and Provost Crafton added that at the SACS COC conference on Monday they will find out about initial assessment results.

*Item approved unanimously by voice vote.*

**Committee IX: Facilities and Services Committee (Ben Steere, Chair)**

A) Presentation by Mark Reeves, Auxiliary Services, about recycling efforts on campus.

Mr. Reeves, Asst. VP for Auxiliary Services, chairs the Recycle West Committee. He addressed the Faculty Senate with the aid of a PowerPoint presentation about the Recycle West initiative. He began by saying that it is easy not to recycle; recycling takes effort and is a long-term investment, but worth it. There is a high demand from carpet mills for the plastic. Aluminum and paper are also in demand. He talked about the supply and demand for these commodities, why recycling is important in saving landfill space, and then proceeded with an overview of the recycling initiative at UWG.

He talked about wanting a slow, incremental process for recycling efforts to help ensure success. It began with Auxiliaries with a consultant’s assistance. The vendor we are using is Waste Pro on Fulton Industrial Blvd. They sort/split the recyclables at their site. Auxiliaries has currently reduced the numbers of dumpsters from eleven to five. Housing and Residence Life implemented recycling in fall 2014. Mr. Reeves stated that there are 74 hallways with a recycle facility—every hallway. UWG also recycles small amounts of other things like paint, light bulbs, tires, etc. In January the initiative will start its fourth year, with each year doubling the amount recycled. This is about 500 tons of waste recycled, or approximately one million pounds!

Future efforts will focus on the GreenBelt’s campus portion and UWG Newnan. Dedicated containers for white paper and aluminum would be good, because UWG gets more money for that. Mr. Reeves said that they’d like to get a truck that says “Recycle West.” UWG will be changing from orange to clear bags because Waste Pro has a market for that.
The need to donate unused foods from campus eateries was reiterated by Dr. Velez-Castrillon. Mr. Reeves responded that breads can be, and are donated, but oil and milk products must be destroyed.

Anyone who is interested in joining the Recycle West Committee is encouraged to let Mr. Reeves know. If one needs to know where a recycling container is, ask him.

**Committee XII: Budget Committee (Andrea Stanfield, Chair)**

**Information Item:**

A) Presentation by President Marrero and Provost Crafton about the FY2016 budget cycle.

Ms. Stanfield stated that Budget Committee has met with President Marrero three times this semester to facilitate active dialogue and communication and resulting in a transparent budget process.

Dr. Marrero explained the 3% budget reduction model and the new (needs) funds request model, which utilized five focus areas or sifters. (See the November minutes; cf. “New business.”) In the past, the Board of Regents asked that budget requests be submitted during the last week of the semester, but this year the Board asked for it by October 24. The president asked for, and got, a month’s extension on that deadline. The departmental models were due October 22 and they went to the deans for consideration, review and prioritization, then due to the VPs on November 5 – the VPs and President reviewed and prioritized the reduction and new funds scenario Nov. 5-11. The vice presidents met three times and finalized the list, then presented to the President’s Advisory Council (PAC) on November 12. This process provides a template for later use and future improvement.

Dr. Marrero said that $1.98B represents the entire USG budget request for FY16 currently submitted to the Governor, which is $7.6M more than last year. The governor completes his budget in early January. For the USG/BOR process, we answered a fifteen-question template, which represents the reduction and needs exercise along with specific questions of financial health, CCG-RPG updates, low performing program updates, and update of use of funds allocated for FY15. The president submitted the 51-page document of narrative and multiple-page spreadsheets; it’s like a grant request. (Elizabeth Kramer and Andrea Stanfield have this document; you may e-mail them if you really want to read it, but it is not a public document yet. It will be posted the day after the document is presented at the public meeting on February 18, 2015.) The president will have 45 minutes to make a presentation to the USG staff. Then we must wait until April to discover how the system distributed the legislative allocation to the USG.

The UWG budget is about $165M, of which only $1.8M is held in reserve each year. He explained that a 9% graduate tuition increase would be about $100 more for a graduate student with 6 credit hours. A 2.5% undergraduate tuition increase would be about $60 more for a student with 15 credit hours. There has been a 2.337% growth in the number of students, so there is growth for Tier 4. A salary raise of 1.75 to 2.25% is being asked for, and the outlook is good.

Dr. Crafton spoke about the Academic Affairs process and portion of the budget request. Over $6M was requested by the colleges/departments, but it had to be winnowed down to about $2M which we prioritized strategically to fund. The deans’ requests were analyzed with data sets (e.g., enrollment, completion, accreditation) informing the decision-making. The deans voted on the needs prioritization.

Dr. Marrero and Dr. Crafton would like additional input or recommendations on this process with a goal of improvement for next year.
5. Old business: none

6. New business: none

7. Announcements

Dr. Kramer announced that discussions are continuing at the Executive Committee level about various issues confronting faculty, such as the use of the Discuss-UWG for marketplace purposes, netiquette protocols, and plagiarism.

8. Adjournment

The meeting adjourned at 4:34 p.m.

Respectfully submitted,
Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty
Addendum II
## Course Update Request (Add, Delete, Modify)

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

### Course Details

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>3319</td>
<td>The Making of Modern Africa, 1820-Present</td>
</tr>
</tbody>
</table>

An survey of modern Africa from the end of the Trans-Atlantic slave trade to the present

### Course Catalog Description

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2016</th>
<th>Other</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Prerequisites

HIST 1111, 2112, 2113, or 2117

### Corequisites


### Rationale

This course is necessary to expanding African programming in History and Africana Studies. This is a foundation course for students wishing to gain a broader understanding of modern African history than is offered in either modern World History or in more narrowly focused upper level courses. It also provides another option for students wishing to fulfill International history requirements. The course would act as the companion to HIST 3316 - the survey of colonial Africa. It would be taught in the fall as a three year rotation with HIST 3319 and Intro to Africana Studies.

### Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO  

Present or Projected Annual Enrollment: 30

### Comments

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https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=141... 1/21/2015
The Making of Modern Africa, 1820-Present

HIST 3319

Contact Information & Office Hours:
Dr. McCullers
TLC 3225
mmcculle@westga.edu
678-839 – 6046
Office Hours:

Course Overview: This course is a survey of the major historical developments in sub-Saharan Africa from the end of the trans-Atlantic slave trade to the present. We will examine the nature of colonial rule, the process of decolonization, and the challenges facing contemporary Africa. Students will examine the ways in which historical discourses surrounding race, ethnicity, power, resistance, violence, and development have shaped the continent and current politics. We will explore both broad historical issues such as empire, decolonization, and globalization as well as the specific ways in which these trends played out in specific contexts as they interacted with local circumstances.

Course Objectives: By the end of the course, students should be familiar with key historiographical debates, modern African literature, and critical theorists. Students should also have developed a clear understanding of the outlines of modern African history and gained an appreciation for the complex factors that continue to influence Africa and Africans today.
Policies

**Participation & Attendance:** This course is a mixture of lecture and discussion, both of which require your presence in class and your participation. You are permitted **TWO absences**, except under extenuating circumstances. Exceeding two absences will negatively impact your grade. Please let me know ahead of time if you know you will be absent. You are responsible for all missed work. I do not give out lecture notes. I will be happy to meet with you to discuss anything about which you have questions.

**Late Work:** Except under extenuating circumstances, I do not give extensions on assignments. Late work will be penalized 1/3 of a letter grade for each 24 hour period it is late. All assignments must be completed to pass the class.

**Re-scheduling:** I do not reschedule quizzes or exams unless you have a legitimate need. Quizzes and exams should be rescheduled BEFORE the exam date. Make-up quizzes and tests after the set date will only be given in extreme circumstances.

**Technology:** using your phone in class is not acceptable. Computers should be used to take notes and look at readings on Course Den. Surfing, chatting, shopping, and doing work for other classes are not acceptable and may result in the loss of your privilege of using your computer in class.

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

**Email:** Please only email me in Course Den.
Assignments – All assignments should be turned in as word .doc or .docx attachments on Course Den, if possible

Pledging & Honor Code: All work must be pledged with a statement at the top affirming that you have abided by the honor code. The UWG Honor Code is in force at all times. All work must be completely original, correctly cited, and pledged. Work produced for other courses may not be turned in for credit in this course. Each student is responsible for understanding the nature of, and rules regarding, plagiarism. As an academic offense, plagiarism is plagiarism, regardless of whether or not it was “intended.” Plagiarism will result in a failing grade for the course.

Grading: All work is graded according to the following criteria:

- Thesis – Does your work have a clear thesis statement in the introductory paragraph which clearly and succinctly explains a) your argument b) the significance of your argument c) the way you are going to support your argument?
- Analysis & Argumentation – How are you interpreting and combining information to reach new and insightful conclusions? How clearly and effectively are you laying out your argument to create a cogent paper?
- Source Use – How effectively are you using examples, quotes, and arguments from the various readings to support your point?
- Writing Style – Are you a clear and concise writer? Does your writing support your argument or does it hinder it?
- Spelling & grammar – Spelling and grammar always count. You should always avoid passive voice, sentence fragments, run-on sentences, contractions, and ending sentences or clauses with prepositions.
• Formatting – All papers should have a heading with your name, date, and assignment at the top. All papers should be pledged. All papers should have page numbers, use Times New Roman 12 point font, be double spaced, and have 1-inch margins.

• Notation – All work should be properly cited using Chicago-style footnotes or endnotes.

You must wait 24 hours from the time you received your grade before discussing it with me. I do not change grades except in cases of mathematical error. No Exceptions. It is against university policy to discuss grades via email. If you would like to discuss your grade, please come see me in person.

**Required Texts:**


• Philip Gourevitch, *We Wish to Inform You that Tomorrow We will be Killed with Our Families: Stories from Rwanda*. (New York: McMillan, 1999).

All books are available for purchase in the bookstore. Used copies are also widely available on amazon and half.com. Many of these books are also available as e-books. Copies of the books are also available on reserve at the Library circulation desk.

Additional readings will be available on Course Den
Assignments: There are two kinds of assignments in this class – Reading Responses and Current Event Blogs.

Reading Responses: There will be five reading responses due over the course of the semester for each of the books we will read during class. Response papers should:

- Be 3-4 pages in length
- Respond to a specific question or topic on the reading.
  - Prompts will be provided.
- Be analytical considerations of the selected prompt, not book reports or whether or not you liked the book.
- Not provide background information or a synopsis.
- Judiciously use quotes from the book and other class readings to support your argument.

Current Event Blog: Students will sign up to write a blog post providing a historical analysis of a contemporary issue in Africa. The student should provide a link to a current (within the last calendar year) news article on the topic, briefly provide a critical summary of the issue and the article, and provide their own analysis on the situation based on the historical perspectives we’ve covered in class. Articles must come from reputable news sources. Responses should be between 600 and 1000 words.

Map Quizzes: There will be two map quizzes over the course of the semester. The first quiz will ask you to identify geographical features and biomes, colonies, and the colonizing powers. The second quiz will require you to name the countries and capitals of modern postcolonial Africa.

Exams: There will be two exams over the course of the semester – an in-class midterm and a final exam. These exams will consist of short answer identifications, short answer questions, and essay questions. The ID’s and short answer questions on the final will not be cumulative. However, essay questions will ask you to examine broad historical trends and changes over the colonial and postcolonial periods.
Grade Distribution

- Participation & Attendance: 15%
- Reading Responses: 25% (5% each)
- Quizzes: 10%
- Blog Post: 10%
- Mid-Term: 15%
- Final: 25%

Schedule

Week 1

Jan. 7 – Introduction to course & Africa ca. 1800

Jan. 9 – The End of the Slave Trade & Dislocations in West Africa –

  - Reader – Ch. 39 “The Aftermath” & Ch. 40 “The Climactic Context”

Week 2

Jan. 14 – Settlers in Southern Africa

  - Reader – Ch. 41 “Settlers” & Ch. 42 –“Black & White Frontiers”

Jan. 16 – Mfecane, Great Treks, & Anglo-Zulu Wars–

  - Reader – Ch. 43 “Zulu Myths and Reality” & Ch. 44 “The Afrikaners”

Week 3

Jan. 21 – Mining & Migrant Labor in Southern Africa

  - Reader Ch. 45 “Diamonds and Gold”

Jan. 23 –The Scramble for Africa

  - Reader Ch. 46 “An Imperial Ambition” & Ch. 48 “Drawing the Line”

*Geography Quiz 1
Week 4

**Jan. 28** – The Congo Free State

- *King Leopold’s Ghost* Chs. 1-8

*RReading Response 1 Due*

**Jan. 30** – Resistance & Rebellion

- Reader – Ch. 49 “Resistance” & Ch. 50 “Rebellion”
- Iliffe & Gwassa – “Records of Maji Maji” – Course Den

Week 5

**Feb. 4** – Legitimate Commerce & Colonial Economies

- Walter Rodney – “How Europe Under Developed Africa” – Course Den
- D.K. Fieldhouse – “The Myth of Economic Exploitation” – Course Den
- Sol Plaatje – “The 1913 Natives Land Act” – Course Den

**Feb. 6** – Red Rubber

- *King Leopold’s Ghost* Chs. 9-19
- *Response Paper 2 Due*

Week 6

**Feb. 11** – Direct & Indirect Rule

- Reader Ch. 51 “The Invention of Africa”
- Lord Lugard “Indirect Rule in Tropical Africa” & “The Principles of Native Administration” – Course Den

**Feb. 13** – Missionaries & Medicine

- Michael Mahoney – “The Mission Comes to Mapumulo: Popular Christianity in Rural Natal” - Course Den
- Nancy Rose Hunt – “Le Bebe en Brousse” – Course Den
Week 7

Feb. 18 – Midterm Exam

Feb. 20 – Early Anti-Colonial Resistance

- Reader Ch. 52 “The Emergent Elite”
- Leopold Senghor “On Ngritude” – Course Den

Week 8

Feb. 25 – WWII and Decolonization

- Reader Ch. 53 “Spoils of War”

Feb. 27 – Mau Mau

- Jomo Kenyatta – “Meeting at Nyeri” – Course Den

Week 9

Mar. 4 – The Congo Crisis

- Reader Ch. 54 – “First Dance of Freedom”

Mar. 6 – The Biafran War

- Reader Ch. 55 “Dreams and Nightmares” (thru pg. 671)
- Fred Cooper – “The Recurrent Crises of the Gatekeeper State”

*Map Quiz 2*

Week 10

Mar. 11 – Neo-colonialism & Gatekeeping

- Frantz Fanon – “The Trials and Tribulations of National Consciousness” – Course Den
- Ngugi wa Tiong’o – Devil on the Cross
- Reading Response 3 Due

Mar. 13 – Apartheid South Africa

- Fred Cooper - “The Late Decolonizations: Southern Africa” - Course Den
- MDC De Wet Nel – “The Principles of Apartheid, 1959” – Course Den
- Nelson Mandela – “Verwoerd’s Tribalism” – Course Den
March 17-21 – Spring Break

Week 11

Mar. 25 – 2nd Chimurenga & Gukurahundi

Mar. 27 – Mukiwa

- Peter Godwin – Mukiwa
- Reading Response 4 Due

Week 12

Ap. 3 – New South Africa & HIV/AIDS

- Helen Moffett – “These Women, They Force us to Rape Them;’ Rape as a Narrative of Social Control in Post-Apartheid South Africa” – Course Den

- Frasier McNeill – “Condoms Cause AIDS: Poison, Prevention, and Denial in Venda, South Africa” – Course Den

Ap. 1 – Civil War in Liberia & Sierra Leone

- Collier – “Natural Resources and Conflict in Africa” – Course Den
- Stanley – “Background to the Liberia and Sierra Leone Implosions” – Course Den

Week 13

Ap. 8 – Rwandan Genocide

- Hutu Ten Commandments – Course Den

Ap. 10 – We Wish to Inform You

- Philip Gourevitch – We Wish to Inform You
- Reading Response 5 Due
Week 14

Ap. 15 – Eastern DRC

- Project on M23

Ap. 17 – Sectarian Conflict

- BBC Africa – “Boko Haram” – Course Den
- BBC Africa – “Al Shabab” – Course Den
- CNN – “Ansar Dine” – Course Den
- Council on Foreign Relations – “Al Qaeda in the Islamic Maghreb (AQIM)” – Course Den

Final Exam
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### Course Details

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**Corequisites**

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**Rationale**

Courses that formerly satisfied the requirement for Literary History, Studies in British Literature II, will be listed by topic under ENGL 4002.

**Planning Info**

- Literary Resources are Adequate
- Literary Resources Need Enhancement

Is this a SAC8 substantive change? **NO** *(See Policy)*

Present or Projected Annual Enrollment: **22**

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A topic-centered examination of drama, fiction, poetry, and other textual expression from Restoration and eighteenth-century Britain. Works may be studied in their historical, political, cultural, and aesthetic contexts.

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**Rationale**

Courses that formerly satisfied the requirement for Literary History, Studies in British Literature I, will be listed by topic under ENGL 4000

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment 22

**Comments**
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## Course Details

**ENGL 4135** British Romanticism

An investigation of significant issues, themes, and ideologies in selections of British Romantic literature studied in terms of their original cultural context.

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### Prerequisites

### Corequisites

### Rationale

Courses that formerly satisfied the requirement for Literary History Studies in British Literature II will not be listed under ENGL 4002.

### Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: **22**

### Comments

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College Approvals

Meg Pearson  [APPROVED 2014-12-05]
Chair, Course Department

Randy J. Hendricks  [APPROVED 2014-12-17]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer  [APPROVED 2015-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner  [REQUIRED]
Final Approver
**Course Update Request (Add, Delete, Modify)**

**Originator**
- English and Philosophy Department
- College of Arts and Humanities
- MacComb, Debra

**Course Details**
- **ENGL 4110**
- Medieval Literature

An examination of medieval English literature in its various aspects, considering texts in their historical context.

**Course Catalog Description**

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**Prerequisites**

**Corequisites**

**Rationale**

Courses that formerly satisfied the requirement for Literary History, Studies in British Literature I, will be listed by topic under ENGL 4000.

**Planning Info**
- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? **NO** (See Policy)
- Present or Projected Annual Enrollment: [32]

**Comments**
# Course Update Request (Add, Delete, Modify)

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## Action

- Add
- Modify
- Delete

### Modifications

- Prerequisites
- Description
- Title
- Credits
- See Comments
- Senate Action Item
- See Procedure

## Course Details

**ENGL 4115** Renaissance Literature

An investigation of Renaissance literature in its various aspects, including, but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period.

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- Fall - 2018
- Yearly
- Latter Grade

## Prerequisites

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? **NO**

Present or Projected Annual Enrollment: **32**

## Comments

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Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Ganem [REQUIRED]
Final Approver
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**Course Details**

**Department**: English and Philosophy

**College**: College of Arts and Humanities

**Originator**: MacComb, Debra

**Course**: ENGL 4145

**Title**: Victorian Literature

**Description**: An in-depth analysis of Victorian literature in its original historical, political, cultural, and aesthetic contexts.

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**Prerequisites**

**Corequisites**

**Rationale**

Courses that formerly satisfied the requirement for Literary History, Studies in British Literature II, will be listed by topic under ENGL 4002

**Planning Info**

- Literary Resources are Adequate
- Literary Resources Need Enhancement

**Comments**

- Is this a SACS substantive change? **NO**
  - (See Policy)
- Present or Projected Annual Enrollment: 22
Course Update Request (Add, Delete, Modify)

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Course Details

ENGL 4126 Colonial and Early American Literature

An examination of representative literary works from the era of exploration and discovery through the era of the new American republic.

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- Prerequisites
- Corequisites

- Rationale
Courses that formerly satisfied the requirement for Literary History, Studies in American Literature I, will be listed by topic under ENGL 4003

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

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

Present or Projected Annual Enrollment: 22

- Comments
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**Modifications**

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

(See Procedure)

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**Prof**

Number

Course Title

An examination of the American literary arts based in an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

**Course Catalog Description**

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**Prerequisites**

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**Rationale**

Courses that formerly satisfied the requirement for Literary History, Studies in American Literature I, will be listed under ENGL 4003

---

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 22

---

**Comments**
Course Update Request (Add, Delete, Modify)

**Originator**
- English and Philosophy Department
- College of Arts and Humanities
- MacComb, Debra

**Action**
- Add
- Modify
- Delete

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

**Course Details**

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<tr>
<td>ENGL</td>
<td>4100</td>
<td>Twentieth-Century American Literature</td>
</tr>
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</table>

An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural, and aesthetic contexts.

**Course Catalog Description**

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**Prerequisites**

**Corequisites**

**Rationale**

Courses that formerly satisfied the requirement for Literary History, Studies in American Literature II, will be listed by topic under ENGL 4008.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACB substantive change? NO

Present or Projected Annual Enrollment: 12

**Comments**
College Approvals

Meg Pearson [APPROVED 2014-12-06]
Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]
Dean, College of Arts and Humanities

Cross-Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julie Farmer [APPROVED 2015-01-11]
Chair, Undergraduate Academics Programs Committee

Final Approval

Myrna Ganmir [REQUIRED]
Final Approver
Course Update Request (Add, Delete, Modify)

<table>
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<table>
<thead>
<tr>
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<tr>
<td>ENGL 4165</td>
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An examination of selected texts produced in the last thirty years in the British Isles and the United States.

Course Catalog Description

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Prerequisites

Corequisites

Rationale

This course which formerly satisfied either the British literary history II OR the American literary history II requirement will be listed under ENGL 4002 and 4003.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? NO
- Present or Projected Annual Enrollment: 22

Comments

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=141... 1/21/2015
Course Update Request (Add, Delete, Modify)

**Originate**
English and Philosophy Department: College of Arts and Humanities
MacConch, Debra

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

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

**Course Details**
ENGL 4000  Studies in British Literature I

**Description**
Introduction to Medieval Literature: An examination of medieval English literature in its various aspects, considering texts in their historical context.
Renaissance Literature: An investigation of Renaissance literature in its various aspects, including but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period.

Twentieth-Century British Literature: An investigation of significant issues, themes, and ideologies in selected works of twentieth-century British literature studied in terms of their original cultural context.

Eighth-Century British Literature: A topic-centered examination of drama, fiction, poetry and other textual expression from Restoration and eighteenth-century Britain.

**Course Catalog Description**

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**Prerequisites**

**Corequisites**

**Rationale**

Grouping period specific courses under a single course number would make it easier for students to know what courses to take to fulfill their literary history requirements. In some cases, there are as many as nine courses that may satisfy requirements in Literary History; reducing these to topics under a single course number simplifies choices. Creating an undergraduate course Studies in British Literature I parallels the structure of the graduate offerings for the MA in English.

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

**Comments**

Is this a SACS substantive change? NO

Present or Projected Annual Enrollment: 12
Course Update Request (Add, Delete, Modify)

---

**Originator**

English and Philosophy Department  
College of Arts and Humanities  
MacConnell, Debra  
Originate

---

**Course Details**

<table>
<thead>
<tr>
<th>ENGL</th>
<th>4002</th>
<th>Studies in British Literature II</th>
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</table>

**Prerequisites**
- British Romanticism: An investigation of issues, themes, and ideologies in selections of British Romantic literature studies in terms of their original cultural context. Victorian Literature: An in-depth analysis of Victorian literature in its original historical, political, cultural and aesthetic contexts. Twentieth-Century British Literature: An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political and cultural issues. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

---

**Course Catalog Description**

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**Rationale**

Grouping period specific courses under a single course number would make it easier for students to know what courses to take to fulfill their literary history requirements. In some cases, there are as many as nine courses that may satisfy requirements in Literary History; reducing these in topics under a single course number simplifies choices. Creating an undergraduate course Studies in British Literature I parallels the structure of the graduate offerings for the MA in English.

---

**Planning Info**

- Library Resources are Available
- Library Resources Need Enhancement
- Is this a SACS substantive change? NO (see policy)
- Present or Projected Annual Enrollment: 22

---

**Comments**

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https://apps1.westga.edu/catalog/content/doc_info view.php?doc_id=141...  
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<td><strong>Randy J. Hendricks</strong> [APPROVED 2014-12-17]</td>
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<tr>
<td><strong>Julie Farmer</strong> [APPROVED 2016-01-11]</td>
<td><strong>Myrna Gannar</strong> [REQUIRED]</td>
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<td>Chair, Undergraduate Academic Programs Committee</td>
<td>Final Approver</td>
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Course Update Request (Add, Delete, Modify)

-- Originator
English and Philosophy Department  College of Arts and Humanities  MacGom, Debra

-- Action
Add  Modify  Delete

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

-- Course Details

ENGL 4003  Studies in American Literature I
Prefx  Number  Course Title

Topics relate: Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based on an aesthetic of accurate, unromanticized observation/representation of life and nature that flourished in the post-Civil War era.

-- Course Catalog Description

3  0  3  Fall -2015  Yearly  Letter Grade
Lect  Lab  Credit  Effective Term  Frequency  Grading

-- Prerequisites


-- Corequisites


-- Rationale

Grouping specific courses under a single course number would make it easier for students to know what courses to take to fulfill their literary history requirements. In some cases, there are as many as nine courses that may satisfy requirements in Literary History; reducing these to topics under a single course number simplifies choice. Creating an undergraduate course Studies in American Literature I parallels the structure of the graduate offerings for the MA in English.

-- Planning Info

Library Resources are Adequate
Library Resources Need Enhancement

Is this a SACS substantive change? No  (See Policy)
Present or Projected Annual Enrollment: 32

-- Comments

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=141... 1/21/2015
Course Update Request (Add, Delete, Modify)

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Prerequisites

- Rationale

Grouping period specific courses under a single course number would make it easier for students to know what courses to take to fulfill their literary history requirements. In some cases, there are as many as nine courses that may satisfy requirements in Literary History; reducing these to topics under a single course number simplifies choice. Creating an undergraduate course Studies in American Literature II parallels the structure of the graduate offerings for the MA in English.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO

Planning or Projected Annual Enrollment: 122

Comments

https://apps01.westga.edu/catalog/content/doc info view.php?doc id=141... 1/21/2015
Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department

College of Arts and Humanities

MacComb, Debra

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

ENGL 4188 Studies in Individual Authors

Prep Number Course Title

An examination of the career of a single literary figure in the context of literary history. Frequent offerings in Shakespeare and Chaucer will rotate with courses in a variety of other figures from several literary traditions. May be repeated for credit as topic varies. Shakespeare may be taken for up to six (6) hours, if topic varies, with department chair's permission.

Course Catalog Description

3.00 Credit

Lect Hours

Lab Hours

3.00 Credit

Fall - 2015

Every Term

Letter Grade

Effective Term

Frequency

Prerequisites

Corequisites

Rationale

Adding "Studies in" brings course title in line with other variable topic courses

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 44

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<td><strong>Randy J. Hendricks</strong></td>
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<tr>
<td><strong>Julia Farmer</strong></td>
<td><strong>Myrtle German</strong></td>
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<tr>
<td>Chair, Undergraduate Academic Programs Committee</td>
<td>Final Approver</td>
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</table>

**APPROVED 2014-12-06**

**APPROVED 2014-12-17**

**APPROVED 2016-01-11**

**REQUIRED**
### Program View Request (Read-Only)

**Originator**
- College of Arts and Humanities
- English and Philosophy Department
- MacComb, Debra

**Action**
- Add
- Modify
- Delete
- Reactivate

**Modifications**
- Program Name
- Program Description
- Degree Name
- See Modification Details
- Senate Approval Item
- (see previous)

**Program Selection**
- College of Arts and Humanities
- Bachelor of Arts with a Major in English

**Degree Name**
- Bachelor of Arts with a Major in English

**Program Name**
- On Campus
- Undergraduate

**Program Location**
- Degree Level
- Fall
- 2016

**Rationale**
- This step will make it easier for students to choose their literary history courses by reducing the course numbers that could cause the requirement from as many as 8 to 1. The number of courses will still be offered, but under a single number (see previous document) it also parallels the organization of our graduate offerings.

**Planning Information**
- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACIE substantive change? Yes
- Present or Projected Annual Enrollment: [No 4%]

**Cross listing Approvals**

---

### Revised JD Course Requirements for the English Major (note: these changes do NOT affect the major in ENGL, Secondary Education Track)

**Students will be required to take**

A. ENGL 3400, Research and Methodsology

B. Literary History: Four courses, one from each of the following areas:

1. ENGL 4000, Studies in British Literature I
2. ENGL 4002, Studies in British Literature II
3. ENGL 4003, Studies in American Literature I
4. ENGL 4005, Studies in American Literature II

C. Electives: Four courses selected from ENGL 2000- or 4000- level courses.

**Note:** No more than one (1) variable credit, independent study or internship may be counted toward the major.

D. ENGL 4364, Senior Seminar

**Prerequisites:** 2000-level English courses in Area A, ENGL 3500, and 18 additional hours of upper-level ENGL courses with a C or higher.

**No courses may be substituted for the Senior Seminar.**

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https://apps01.westga.edu/catalog/content/pgm_info/view.php?doc_id=141... 1/21/2015
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Revision to Area B, Literary History:

- Group literary history courses by period and nation under umbrella numbers, a descriptive tag denoting the period of study:
  ENGL 4000, Studies in British Literature I: Renaissance Literature (or Medieval Literature, or Seventeenth-Century British Literature, or Eighteenth-Century British Literature)
  ENGL 4002, Studies in British Literature II: British Romanticism (or Victorian Literature or Twentieth Century British Literature or Contemporary British and American Literature)
  ENGL 4003, Studies in American Literature I: Colonial and Early American Literature (or American Romanticism, or American Realism and Naturalism)
  ENGL 4005, Studies in American Literature II: Twentieth Century American Literature (or Contemporary British and American Literature)

Students will still be required to take one course from each area for a total of 12 hours.

Rationale: This step will make it easier for students to choose their literary history courses. It also parallels the organization of our graduate offerings.

Revision to Area C, Genre and Theory:

- Eliminate the genre requirement for English majors. Courses 4106, 4109, 4295, 4310 will become electives for English majors.

Rationale: Genre is a subject inherently covered in literary history periods as genre and genre change is, in part, what defines literary periods. Theory, too, is fundamental to teaching literature in upper division courses. Further, eliminating the genre and theory requirement makes it simpler for students to complete their major requirements is there are more elective choices.

Revision to Area D, Language and Writing:

- Eliminate Language and Writing requirement for English majors. Courses 3200, 3400, 3405, 4210, 4300 will become electives for English majors.

Rationale: eliminating the language and writing requirement makes it simpler for students to complete their major requirements is there are more elective choices
Electives

- English majors will have four elective choices.

**Rationale:** Students will have greater flexibility in completing their majors when offered more choice in the courses they can take. This will facilitate on-time graduation and potentially increase the appeal of the major. Faculty will have greater flexibility and creativity when proposing Special Topic courses, as they could conceivably cross national and generic boundaries in ways somewhat restricted by our current major structure. We have had trouble filling (and therefore offering) Special Topics courses, which often reflect the most exciting new research being done by faculty. Increasing the number of electives students can take while reimagining the possibilities for these classes should reinvigorate our course offerings, to the great benefit of students and faculty alike.

**Proposal: ENGL 4188 and 4295**

- Rename Studies in Individual Authors and Studies in Young Adult Literature.

**Rationale:** Adding “Studies in” parallels the other course in the English Curriculum.

**Overall, the English major would look like this:**

**Required:**

- **ENGL 3000 (Research and Methodology)**
- **ENGL 4000, 4002, 4003, 4005 (Literary History)**
- **ENGL 4384 (Senior Seminar)**: 18 Units
- **Electives (4)**: 12 Units
- **30 Units**

**The English Education Major remains essentially the same:**

- Research and Methodology (3)
- Literary History (12)
- Genre and Theory (6)
- Language and Writing (6)
- Senior Seminar (3)
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<th>GR</th>
<th>Hrs. Earned</th>
<th>Major and Minor and/or General Electives</th>
<th>Hrs. Req.</th>
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<td>C. Humanities and Fine Arts</td>
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<td>3. American Literature I: ENGL 4255, 4240, 4150, 4108*, 4180*, 4185*, 4188*, or 4385*</td>
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<td>C. Writing and Language (One course) ENGL 3200, 3400, 3405, 4210, 4300, or 4385*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Non-Lab (Additional course above OR BIOL 1011, 1012, 1013, 1014, 1015, GEOG 1111, 1120, 2503, 2553, or XIDS 2201)</td>
<td>3</td>
<td></td>
<td></td>
<td>D. ENGL Major Elective: ENGL __________ Notes: 1. Education certification must take ENGL 3400 or 3405 if not taken in C above; 2. No more than one independent-study or internship may count toward the major; 3. No more than two 3000-level courses may count toward the major.</td>
<td>3</td>
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<tr>
<td>E. Social Sciences</td>
<td>12</td>
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<td>E. ENGL 4384 (Senior Seminar) Notes: 1. Prerequisites: 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher; 2. No course may be substituted for the Senior Seminar.</td>
<td>3</td>
<td></td>
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<tr>
<td>1. HIST 1111 or 1112</td>
<td>3</td>
<td></td>
<td></td>
<td>Minor and/or General Electives Notes: 1. Minor is optional; 2. 9 hours must be in 3/4XXX courses; 3. Education certification may count required education courses in this area; 4. See reverse side of program sheet.</td>
<td>30</td>
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<tr>
<td>2. HIST 2111 or 2112</td>
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<td>Total Minor and/Electives</td>
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<tr>
<td>3. POLS 1101</td>
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<td>Total Program 120 hours required for graduation including 39 hours in 3/4000-level courses.</td>
<td>120</td>
<td></td>
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<tr>
<td>4. ANTH 1102, ECON 2100, 2105, 2106, GEOG 1013, 2503, PHIL 2130, POLS 2201, PSYC 1101, SOC 1101, 1160, XIDS 2300 or 2301</td>
<td>3</td>
<td></td>
<td></td>
<td>Writing Across the Curriculum Requirement Note: Two 3/4000-level &quot;W&quot; courses required. One course (3 hours) must be from the major above. 1. (ENGL __________) 2. (ENGL __________)</td>
<td>6</td>
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<tr>
<td>F. Major Related Courses Note: A grade of C or higher is required for ENGL courses in Area F</td>
<td>18</td>
<td></td>
<td></td>
<td>Total Major</td>
<td>20</td>
<td></td>
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<tr>
<td>1. ENGL 2110 (World Literature)</td>
<td>0-3</td>
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<td>Total Minor and/Electives</td>
<td>30</td>
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<tr>
<td>2. ENGL 2120 (British Literature)</td>
<td>0-3</td>
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<td>Total Program 120 hours required for graduation including 39 hours in 3/4000-level courses.</td>
<td>120</td>
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<tr>
<td>3. ENGL 2130 (American Literature)</td>
<td>0-3</td>
<td></td>
<td></td>
<td>F. Major Related Courses Note: A grade of C or higher is required for ENGL courses in Area F</td>
<td>18</td>
<td></td>
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<tr>
<td>4. ENGL 2180 or ENGL 2190</td>
<td>0-3</td>
<td></td>
<td></td>
<td>Writing Across the Curriculum Requirement Note: Two 3/4000-level &quot;W&quot; courses required. One course (3 hours) must be from the major above. 1. (ENGL __________) 2. (ENGL __________)</td>
<td>6</td>
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<td>5. FORL 1002, 2001 and 2002 Note: FORL 2002 is required for all B.A. degrees in Arts and Sciences; grade of C or better is required to advance to next level</td>
<td>6-9</td>
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<td></td>
<td>Total Major</td>
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<td>Minor and/or General Electives (30)</td>
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<td>GR</td>
<td>Hrs. Earned</td>
<td>English Courses</td>
<td>Major Area</td>
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<tr>
<td>3/4XXX Course</td>
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<td>ENGL 3200 Creative Writing</td>
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<td>3/4XXX Course</td>
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<td>ENGL 3300 Studies in American Culture</td>
<td>Elective</td>
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<tr>
<td>3/4XXX Course</td>
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<td>ENGL 3400 Advanced Composition: Creative Nonfiction</td>
<td>C</td>
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<td></td>
<td>ENGL 3405 Professional and Technical Writing</td>
<td>C</td>
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<td>ENGL 4106 Studies in Genre</td>
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<td>ENGL 4108 Studies in the Novel (Will count in a specific area based on the course content)</td>
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<td>ENGL 4109 Film as Literature</td>
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<td>ENGL 4110 Medieval Literature</td>
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<td>ENGL 4115 Renaissance Literature</td>
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<td>ENGL 4120 Seventeenth-Century British Literature</td>
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<td>ENGL 4125 Colonial and Early American Literature</td>
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<td>ENGL 4130 Eighteenth-Century British Literature</td>
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<td>ENGL 4135 British Romanticism</td>
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<td>ENGL 4145 Victorian Literature</td>
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<td>ENGL 4150 American Realism and Naturalism</td>
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<td>ENGL 4155 Twentieth-Century British Literature</td>
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<td>ENGL 4160 Twentieth-Century American Literature</td>
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<td>ENGL 4165 Contemporary British and American Literature (Will count in a specific area based on the course content)</td>
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<td>ENGL 4170 African-American Literature</td>
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<td>ENGL 4180 Studies in Regional Literature (Will count in a specific area based on the course content)</td>
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<td>ENGL 4185 Studies in Literature by Women (Will count in a specific area based on the course content)</td>
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<td>ENGL 4188 Individual Authors (Will count in a specific area based on the course content)</td>
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<td>ENGL 4210 Advanced Creative Writing</td>
<td>C</td>
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<td>ENGL 4295 Reading and Literature in Secondary English Classrooms</td>
<td>B</td>
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<td>ENGL 4300 Studies in the English Language</td>
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<td>ENGL 4310 Studies in Literary Theory</td>
<td>B</td>
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<td>ENGL 4381 Independent Study (3-1)</td>
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<td>ENGL 4384 Senior Seminar</td>
<td>E</td>
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<td>ENGL 4385 Special Topics (Will count in a specific area based on the course content)</td>
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<td>ENGL 4386 Internship</td>
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Proposed English Program (fuller description below):

**English Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>RESEARCH &amp; METHODS</strong>: ENGL 3000</td>
<td>3</td>
</tr>
<tr>
<td><strong>LITERARY HISTORY</strong>: ENGL 4000, 4002, 4003, 4005</td>
<td>12</td>
</tr>
<tr>
<td><strong>SENIOR SEMINAR</strong>: ENGL 4384</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVES (4)</strong> Will include categories required by ENGL-ED track, such as genre, etc.</td>
<td>12</td>
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**TOTAL MAJOR CREDIT HOURS: 30**

**English Education Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>RESEARCH AND METHODS</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>LITERARY HISTORY</strong></td>
<td>12</td>
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<tr>
<td><strong>GENRE AND THEORY</strong></td>
<td>6</td>
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<tr>
<td><strong>LANGUAGE AND WRITING</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>SENIOR SEMINAR</strong></td>
<td>3</td>
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</tbody>
</table>

Curriculum Committee Proposal for English
Proposal: revision to Area B, Literary History:

- Group literary history courses by period and nation under umbrella numbers, a descriptive tag denoting the period of study:
  - **ENGL 4000, Studies in British Literature I**: Renaissance Literature (or Medieval Literature, or Seventeenth-Century British Literature, or Eighteenth-Century British Literature)
  - **ENGL 4002, Studies in British Literature II**: British Romanticism (or Victorian Literature or Twentieth Century British Literature or Contemporary British and American Literature)
  - **ENGL 4003, Studies in American Literature I**: Colonial and Early American Literature (or American Romanticism, or American Realism and Naturalism)
  - **ENGL 4005, Studies in American Literature II**: Twentieth Century American Literature (or Contemporary British and American Literature)

Students will still be **required** to take one course from each area for a total of 12 hours.

**Rationale:** This step will make it easier for students to choose their literary history courses. It also parallels the organization of our graduate offerings.
Proposal: Revision to Area C, Genre and Theory:
- Eliminate the genre requirement for English majors. Courses 4106, 4109, 4295, 4310 will become electives for English majors.

Rationale: Genre is a subject inherently covered in literary history periods as genre and genre change is, in part, what defines literary periods. Theory, too, is fundamental to teaching literature in upper division courses. Further, eliminating the genre and theory requirement makes it simpler for students to complete their major requirements is there are more elective choices.

Proposal: Revision to Area D, Language and Writing:
- Eliminate Language and Writing requirement for English majors. Courses 3200, 3400, 3405, 4210, 4300 will become electives for English majors.

Rationale: eliminating the language and writing requirement makes it simpler for students to complete their major requirements is there are more elective choices

Proposal: Electives
- English majors will have four elective choices.

Rationale: Students will have greater flexibility in completing their majors when offered more choice in the courses they can take. This will facilitate on-time graduation and potentially increase the appeal of the major. Faculty will have greater flexibility and creativity when proposing Special Topic courses, as they could conceivably cross national and generic boundaries in ways somewhat restricted by our current major structure. We have had trouble filling (and therefore offering) Special Topics courses, which often reflect the most exciting new research being done by faculty. Increasing the number of electives students can take while reimagining the possibilities for these classes should reinvigorate our course offerings, to the great benefit of students and faculty alike.

Proposal: ENGL 4188 and 4295
- Rename Studies in Individual Authors and Studies in Young Adult Literature.

Rationale: Adding “Studies in” parallels the other course in the English Curriculum.
Rationale:
Demand for data specialists has grown significantly as both public and private organizations collect increasingly larger amounts of data. The need to collect, analyze, and interpret such data requires a broad set of analytical skills. This cross-disciplinary certificate program helps address this shortcoming in our curriculum. See attached proposal for a complete rationale.

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

Is this a SACS substantive change? NO  

Present or Projected Annual Enrollment: 16
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faye McIntyre</td>
<td>Dean, RCOB</td>
</tr>
<tr>
<td>William Smith</td>
<td>Chair, Course Department</td>
</tr>
<tr>
<td>Julia Farmer</td>
<td>Chair, Undergraduate Academic Program® Committee</td>
</tr>
<tr>
<td>Hilda Parson</td>
<td>RCOB Undergraduate Program Committee Chair</td>
</tr>
<tr>
<td>Final Approval</td>
<td>Myrna Gantner (REQUIRED)</td>
</tr>
</tbody>
</table>

N/A

N/A

N/A

N/A
Data Analytics Certificate (DAC)

Rationale

The Undergraduate Data Analytics Certificate (DAC) is a collaborative, cross-disciplinary program. The certificate is designed for students who aspire to work in academic, governmental, non-profit, and commercial sectors as data scientists.

The demand for data scientists has grown significantly as both private and public organizations generate and collect increasingly larger amounts of data; but the need to collect, analyze, and interpret such data requires a broad set of analytical skills.

Through the Data Analytics Certificate, students will receive training in data management, quantitative analysis, and visualization techniques that will allow them to properly collect, contextualize, and communicate findings based on quantitative data.

Currently, no other institution in the University System of Georgia has an undergraduate degree or certificate program in data analytics. Thus, this certificate will fill a unique void for our students, and potentially attract students from other universities.

Program of Study

The certificate requires 12 credit hours (4 courses). No more than three courses per discipline will count toward the certificate. Course substitutions or exceptions can be made with the approval of the certificate faculty adviser within each respective college.

Courses in the program will usually be offered as part of existing majors. Also, departments may occasionally offer the courses online (fully or hybrid), and in the summer (but not in the Maymester). The Data Analytics will be an embedded certificate.

Learning Outcomes

1. Demonstrate proficiency in data collection, management, analysis, and visualization.
2. Demonstrate proficiency in quantitative analysis techniques for effective data-driven decision-making.
3. Demonstrate proficiency in various data management and analysis software programs such as: R, SAS, SPSS, and STATA.

Eligibility

1. Applicants to the Data Analytics Certificate must meet the requirements for their major.
2. Students may pursue this certificate in conjunction with their major program.
3. Students can apply to enroll in the DAC program in the Department of Political Science and Planning Department or the Department of Economics.

4. To fulfill the certificate requirements students must successfully complete 12 credit hours from the courses listed below, and make a public presentation of a data driven research project. Presentations can take place at UWG (Research and Big Night), at student or professional conferences (NCUR), etc. It is highly recommended that students complete courses from areas 1 and 2 first, and then select courses from areas 3 and 4 below.

Total Course Requirements: 12 Credits

1. One core course in Statistics: 3 credits
   - ECON 3402 – Business Statistics I
   - POLS 3601 – Political Science Methods II
   - MATH 2063 – Introductory Statistics
   - MATH 3063 – Applied Statistics
   - CRIM/SOCI 4003 – Statistics in the Social Sciences

2. One course in Research Methods: 3 credits
   - ECON 3406 – Business Statistics II
   - ECON 3460 – Forecasting
   - GEOG 2083 – Introduction to Geographical Analysis
   - MATH 4153 – Applied Mathematical Modeling
   - MATH 4803 – Analysis of Variance
   - MATH 4813 – Regression Analysis
   - MKTG 3808 – Business Research
   - POLS 2601 – Political Science Methods I
   - CRIM/SOCI 4000 – Research Methodology
   - PSYC 4220 – Research Explorations
   - PSYC 4150 – Tests and Measurements

3. One course in Data Management, Analysis, and/or Visualization: 3 credits
   - CISM 3340 – Data Resource Management and Design
   - CRIM/SOCI – 4015 Analyzing and Visualizing Data
   - ECON 4475 – Introduction to Econometrics and Analytics
   - GEOG 2553 – Introduction to GIS and Mapping Science
   - MKTG 4868 – Marketing Metrics

4. One elective in an area of interest or expertise, including an approved internship: 3 credits.
**Course Update Request (Add, Delete, Modify)**

**Course Details**

<table>
<thead>
<tr>
<th>PVLA</th>
<th>1881</th>
<th>Outdoor Recreation</th>
</tr>
</thead>
</table>

This introductory course in outdoor recreation will teach navigation skills, outdoor safety, and hiking and camping guidelines in order to properly prepare for a day hike or overnight camping trip. Class topics and activities will include, but are not limited to: several short hikes, compass and GPS navigation, campsite and tent set up, and up to 2 longer hikes at an off campus location. Students will also have the opportunity to participate in and be introduced to other activities of outdoor recreation.

**Course Catalog Description**

<table>
<thead>
<tr>
<th>0</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Fall - 2015</td>
<td>Every Term</td>
<td>Letter Grade</td>
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</tbody>
</table>

**Prerequisites**

**Corequisites**

**Rationale**

This course has been offered several years as a special topics course (PVLA 2811). The student demand for this course justifies converting this to permanent course. UWG currently employs qualified instructors to teach this course.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

- Is this a SACS substantive change? NO

- Present or Projected Annual Enrollment: 50

**Comments**
See attached proposal and previously used syllabus.

College Approvals

Frank Butts [APPROVED 2014-11-21]
Chair, Course Department

Rebecca Sieand [APPROVED 2014-12-06]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-01-11]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Saniner [REQUIRED]
Final Approver
PWLA 1661- Outdoor Recreation (Proposed Course)

Semester Hours: 1
Semester/Year: TBA
Instructor: TBA
Day and Time: TBA
Class Location: TBA
Office Location: TBA
Office Hours: TBA
E-mail: TBA
Online Support Course Den/D2L Home Page

https://westga.view.usg.edu/

D2L Online Orientation

http://disted1.westga.edu/users/disted/UWGOnline/orientation_ppt_video.html

COURSE DESCRIPTIONS: This introductory course to outdoor recreation will teach students navigation skills, outdoor safety, and hiking and camping guidelines in order to properly prepare for a day hike or overnight camping trip. Class topics and activities will include, but are not limited to: several short hikes, compass and GPS navigation, campsite and tent set up, and up to 2 longer hikes at an off campus location. Students will also have the opportunity to participate in and be introduced to other activities of outdoor recreation.

COURSE OBJECTIVES:

1. Students will understand and demonstrate navigation skills.
2. Students will understand how to prepare for day hikes and camping.
3. Students will understand basic outdoor safety and first aid.
4. Students will experience several aspects of outdoor recreation.

TEXTS,READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:

Student Fee and Transportation:

Certain activities may incur a fee for entry into parks and/or rental of equipment. Certain activities may also require transportation to and from off-campus locations.

STUDENT EVALUATIONS, EVALUATION PROCEDURES & GRADING POLICY

I. PARTICIPATION (110 POINTS): In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:

- Attend and sign in for all class sessions;
- Be on time for class and not leave early;
- Dress appropriately for scheduled activities;
- Engage in activities fully with effort;
- Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
- Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).

II. QUIZZES (60 POINTS): Students are expected to demonstrate their knowledge and mastery of course content through 3 quizzes, each worth 20 points. The quizzes may be in the form of multiple choice, true/false, short answer, fill-in-the-blank, or face-to-face skills assessment with the instructor.

III. GROUP ACTIVITY (150 POINTS = 3 x 50 Points each): The class will be participating in several group activities throughout the semester. Some are required as part of regular class attendance; 3 out of 4 additional activities will be chosen by the student. Attendance and participation in these 3 activities will be worth 50 points each. Details will be discussed further in class.

IV. INDIVIDUAL ACTIVITY CHOICE (50 POINTS): Students will have the opportunity to seek out outdoor recreational opportunities that may not be logistically possible for the class to do as a group. Activity choice must be approved by the instructor prior to completion. Students must participate in the activity and summarize their experience with details such as duration of time (must be at least 1 hour), distance covered, conditions of the trail or water, etc. Activity choices may incur a minimal fee to the student if renting equipment or park admission is necessary. Summaries must be submitted in the form of a 1 page, 12 font, double spaced, typed paper.

V. SKILLS ASSESSMENT (30 POINTS): Students will be expected to demonstrate full knowledge and proper execution of specific skills. Grading of such skills may be done during the group challenges or on an individual basis.

Grading

Grades will be assigned based on points earned, in line with the university policy:

A (90-100%) = 360 - 400 points
B (80-89%) = 320 - 359 points
C (70-79%) = 280 - 319 points
D (60-69%) = 240 - 279 points
F (below 60%) = 239 points or below
Attendance/Class Participation 110 pts (28%)  
Quizzes 60 pts (15%)  
Group Activity 150 pts (38%)  
Individual Activity Choice 50 pts (12%)  
Skills Assessment 30 points (8%)  

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Absence for long-term injury or illness: Students who become injured or seriously ill and are physically unable to participate in class activity for an extended period of time are required to provide the instructor with medical documentation from a physician immediately after a diagnosis has been made. Based on the timing of the student’s recovery, the instructor will determine if the student is able to fulfill the requirements of the course during the remainder of the semester or if other options need to be explored.

Students are fully responsible for all work missed because of absence, including handouts, videos, and presentations. Students must be aware that the content of the lectures may include materials not in the text. If material in class is missed, it is the student’s responsibility to obtain missed material and information from a classmate or from CourseDen.

II. SIGN-IN ATTENDANCE: Attendance will be taken at the beginning of class by the instructor. Students who are tardy (1-5 minutes late) are responsible for signing in with the instructor after class.

III. TARDINESS: Students are expected to arrive on time and to attend each meeting of the class. It is disruptive to your classmates and the instructor when you arrive late to class and you will often miss important announcements or locations of activities away from the Coliseum. Students who arrive late (5 minutes or more) must let the instructor know at the conclusion of class. Tardiness to class will result in a grade reduction of two (2) points per instance after the first tardy.

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V. MISSED/LATE ASSIGNMENTS: There will be no make-ups allowed for absences, quizzes, or skills assessments unless arranged with the professor before the absence. Arrangements should be made as soon as possible. Late assignments will not be accepted under any circumstances.

VI. OUT-OF-CLASS ASSIGNMENTS: The instructor reserves the right to give out-of-class assignments in the event of unforeseen absence.

VII. ATTIRE: Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class. Students will not be allowed to participate without appropriate footwear. Improper attire will result
in a reduction in the participation grade, even if the student is present. **NO DRESS CLOTHES, DRESS SHOES, SANDALS OR DENIM WILL BE PERMITTED.**

Students must come to class prepared for outdoor activity and hiking in wooded areas. **Proper Clothing:** Be sure to wear clothing that ensures free movement and that is weather appropriate. **Proper Shoes:** 1) Select shoes that totally support your feet; 2) Wear nylon uppers rather than leather uppers for cooler shoes. **Fluid Intake:** 1) Drink plenty of water at least 20 minutes prior to aerobic exercise; 2) Consuming frequent, small intakes of water throughout the day is best; and, 3) Bring water to class to ensure hydration during outdoor activity. **Insect Repellant and Sunscreen:** Bring these items to each class in case they are needed.

**VIII. COMMUNICATION WITH INSTRUCTOR:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Students may communicate with the instructor via Course Den "Mail" and will receive a response to such emails within 48 hours.

**IX. COURSE DEN:** Students are required to utilize the instructor’s Course Den site to access course materials for use in class and to supplement the course outside of class. In addition, Course Den will be used to communicate with students via Course Den "Mail" and post announcements and class cancellations.

**X. UWG STUDENT-ATHLETES:** Students who actively participate in intercollegiate athletics or any University sponsored group are required to produce a schedule for days they will miss class. It is your responsibility to contact the instructor BEFORE leaving, not after your return.

**XI. DISRUPTIONS:** All pagers, cell phones, watches, etc. should be silenced, remain off and put away during class. The instructor reserves the right to ask students to leave class for any disruption or inappropriate behavior, including but not limited to: excessive interruptions, voluntary lack of participation, excessive horseplay and talking during lecture or class activity.

**XII. HEALTH PROBLEMS/DISABILITY NEEDS:** There is a physical activity component to this course. Students with any physical problems, which may affect their ability to fully participate, should notify the instructor within the first week of the semester. If a student needs special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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

**XIII. FULFILLING REQUIREMENTS FOR OTHER COURSES:** Per university policy, no material prepared to meet requirements in one course may be used to fulfill the requirements in another course without permission of the instructor.

**XIV. ACADEMIC HONESTY:** In meeting any academic requirement in part or in full, presenting the work, ideas or writing of another as one's own is subject to disciplinary action, including the possibility of dismissal from the
course. Copying or downloading information from the Internet is plagiarism unless credit is given – this includes abstracts.

Academic dishonesty includes but is not limited to:

1. Copying answers from another student’s test
2. Using the work of other students
3. Taking and presenting as one’s own ideas the writing of another personal without appropriate documentation
4. Cutting and pasting information from the internet

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

OLD SYLLABUS

PWLA 2611-05 Outdoor Recreation

Semester Hours: 1
Semester/Year: Spring 2014
Instructor: Mrs. Christine Knoll
Day and Time: Friday, 1-2:40 p.m.
Class Location: Coliseum 2120
Office Location: Coliseum 2115
Office Hours: By appointment only
E-mail: Course Den/D2L email
Online Support: Course Den/D2L Home Page
  https://westga.view.usg.edu/
  D2L Online Orientation
  http://disted1.westga.edu/users/disted/UWGOnline/orientation_ppt_video.html

COURSE DESCRIPTIONS: This introductory course to outdoor recreation will teach students navigation skills, outdoor safety, and hiking and camping guidelines in order to properly prepare for a day hike or overnight camping trip.
Class topics and activities will include, but are not limited to: several short hikes, compass and GPS navigation, campsite and tent set up, and up to 2 longer hikes at an off campus location. Students will also have the opportunity to participate in and be introduced to other activities of outdoor recreation.

COURSE OBJECTIVES:

1. Students will understand and demonstrate navigation skills.
2. Students will understand how to prepare for day hikes and camping.
3. Students will understand basic outdoor safety and first aid.
4. Students will experience several aspects of outdoor recreation.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:


Student Fee and Transportation:

Certain activities may incur a fee for entry into parks and/or rental of equipment. Certain activities may also require transportation to and from off-campus locations.

STUDENT EVALUATIONS, EVALUATION PROCEDURES & GRADING POLICY

II. PARTICIPATION (110 POINTS): In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:

- Attend and sign in for all class sessions;
- Be on time for class and not leave early;
- Dress appropriately for scheduled activities;
- Engage in activities fully with effort;
- Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
- Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).

II. QUIZZES (60 POINTS): Students are expected to demonstrate their knowledge and mastery of course content through 3 quizzes, each worth 20 points. The quizzes may be in the form of multiple choice, true/false, short answer, fill-in-the-blank, or face-to-face skills assessment with the instructor.

III. GROUP ACTIVITY (150 POINTS = 3 x 50 Points each): The class will be participating in several group activities throughout the semester. Some are required as part of regular class attendance; 3 out of 4 additional activities will be chosen by the student. Attendance and participation in these 3 activities will be worth 50 points each. Details will be discussed further in class.
IV. **INDIVIDUAL ACTIVITY CHOICE (50 POINTS):** Students will have the opportunity to seek out outdoor recreational opportunities that may not be logistically possible for the class to do as a group. Activity choice must be approved by the instructor prior to completion. Students must participate in the activity and summarize their experience with details such as duration of time (must be at least 1 hour), distance covered, conditions of the trail or water, etc. Activity choices may incur a minimal fee to the student if renting equipment or park admission is necessary. Summaries must be submitted in the form of a 1 page, 12 font, double spaced, typed paper.

V. **SKILLS ASSESSMENT (30 POINTS):** Students will be expected to demonstrate full knowledge and proper execution of specific skills. Grading of such skills may be done during the group challenges or on an individual basis.

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A (90-100%) = 360 - 400 points  
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<table>
<thead>
<tr>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>110 pts (28%)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60 pts (15%)</td>
</tr>
<tr>
<td>Group Activity</td>
<td>150 pts (38%)</td>
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<tr>
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<thead>
<tr>
<th>Class Date</th>
<th>Class Topic</th>
<th>Class Topic</th>
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<tbody>
<tr>
<td>Fri 10-Jan</td>
<td>Introduction/Syllabus</td>
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<tr>
<td>Fri 17-Jan</td>
<td>Outdoor Safety/Preparation</td>
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</tr>
<tr>
<td>Fri 24-Jan</td>
<td>Map Navigation and Hiking</td>
<td>Quiz #1 (Safety and Prep)</td>
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<tr>
<td>Fri 31-Jan</td>
<td>Compass Navigation and Hiking</td>
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<tr>
<td>Fri 7-Feb</td>
<td>Camping</td>
<td>Quiz #2 (Navigation and Hiking)</td>
</tr>
<tr>
<td>Fri 14-Feb</td>
<td>Survivorman (and woman!)</td>
<td>Quiz #3 (Camping)</td>
</tr>
<tr>
<td>Fri 21-Feb</td>
<td>No Class - Individual Activity</td>
<td></td>
</tr>
<tr>
<td>Fri 28-Feb</td>
<td>No Class (Rock Wall in Groups)</td>
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<tr>
<td>Fri 7-Mar</td>
<td>McIntosh Reserve Hike*</td>
<td>(class will go until 5 p.m.)</td>
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<td>Fri 14-Mar</td>
<td>No Class, Spring Break</td>
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<tr>
<td>Fri</td>
<td>21-Mar</td>
<td>No Class, Spring Break</td>
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<tr>
<td>Fri</td>
<td>28-Mar</td>
<td>GPS Geocaching</td>
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<td>Fri</td>
<td>4-Apr</td>
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<tr>
<td>Fri</td>
<td>11-Apr</td>
<td><strong>Carrollton Greenbelt Bike</strong>*</td>
</tr>
<tr>
<td>Sat</td>
<td>12-Apr</td>
<td><strong>Sweetwater Creek Hike/Kayak</strong>*</td>
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<tr>
<td>Fri</td>
<td>18-Apr</td>
<td>Frisbee Golf</td>
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<tr>
<td>Fri</td>
<td>25-Apr</td>
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*Students complete 3 of the 4 group activities for full credit*
## Course Update Request (Add, Delete, Modify)

### Originator
- **Leadership and Instruction**: [Name]
- **College of Education**: [Name]
- **Peters, Brian**: [Name]

### Modifications
- **Action**: [Select Action]
- **Add**, **Modify**, **Delete**
- **Prerequisites**, **Description**, **Title**, **Credit**, **See Comments**, **Senate Action Item**

### Course Details
- **Code**: PWLA 1878
- **Title**: Body Boot Camp

This intermediate course of physical conditioning combines high energy cardio-respiratory activity with various forms of strength training to improve muscular endurance and strength, develop increased levels of cardio-respiratory fitness, and promote overall health. The class format will consist of intense outdoor and indoor training with vigorous circuit, interval and cross training regimens. Beginning, intermediate, and advanced levels of exercises will be taught along with safe practices, knowledge of muscle groups, proper fueling and recovery, and workout design.

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<th>Lecture</th>
<th>Lab</th>
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<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Fall 2016</td>
<td>Every Term</td>
<td>Letter Grade</td>
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### Prerequisites

### Corequisites

### Rationale
This course has been offered several years as a special topics course (PWLA 2815). The student demand for this course justifies converting this to permanent course. UWG currently employs qualified instructors to teach this course.

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

### Comments
- **Is this a SACS substantive change?** NO
- **Present or Projected Annual Enrollment**: 50

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https://apps01.westga.edu/catalog/content/doc info view.php?doc id=141... 1/21/2015
College Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Date</th>
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<tbody>
<tr>
<td>Frank Butts</td>
<td>Chair, Course Department [APPROVED 2014-11-21]</td>
</tr>
<tr>
<td>Rebecca Starand</td>
<td>Associate Dean, College of Education [APPROVED 2014-12-08]</td>
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Cross Listing Approvals

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<tr>
<td></td>
<td>Chair, Cross Listed Department N/A</td>
</tr>
<tr>
<td></td>
<td>Associate Dean, Cross Listed College N/A</td>
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</table>

Other Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Date</th>
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</thead>
<tbody>
<tr>
<td>Julie Farmer</td>
<td>Chair, Undergraduate Academic Programs Committee [APPROVED 2016-01-11]</td>
</tr>
</tbody>
</table>

Final Approval

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myrna Gantner</td>
<td>[REQUIRED] Final Approver</td>
</tr>
</tbody>
</table>

See attached proposed and previously used syllabus.
# PWLA 1679 - BODY BOOT CAMP (proposed course)

<table>
<thead>
<tr>
<th>Semester Hours:</th>
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<tr>
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<td>Instructor:</td>
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<tr>
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<td>TBA</td>
</tr>
<tr>
<td>Telephone Fax</td>
<td>TBA</td>
</tr>
<tr>
<td>E-mail:</td>
<td>TBA</td>
</tr>
</tbody>
</table>
| Online Support  | CourseDen Home Page  
|                 | [https://westga.view.usg.edu/](https://westga.view.usg.edu/)  
|                 | CourseDen - UWG Online help  
|                 | [http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)  
|                 | D2L 24 hour Help  
|                 | [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)  
|                 | Ingram Library Services  
|                 | [http://www.westga.edu/library/](http://www.westga.edu/library/)  
|                 | University Bookstore  
|                 | [http://www.bookstore.westga.edu/](http://www.bookstore.westga.edu/) |

**COURSE DESCRIPTIONS:** This intermediate course of physical conditioning combines high energy cardio-respiratory activity with various forms of strength training to improve muscular endurance and strength, develop increased levels of cardio respiratory fitness, and promote overall health. The class format will consist of intense outdoor and indoor training with vigorous circuit, interval and cross training regimens. Beginning, intermediate, and advanced levels of exercises will be taught along with safe practices, knowledge of muscle groups, proper fueling and recovery, and workout design.

**COURSE OBJECTIVES:**

1. Students will improve cardio respiratory fitness and muscular endurance.

2. Students will positively affect their body composition.
3. Students will understand how knowledge of proper nutrition and the components of health-related fitness will contribute to a healthy lifestyle, prevent chronic disease, and minimize stress.

4. Students will understand and demonstrate the principals involved in all components of physical fitness.

5. Students will understand how to create their own fitness routine so as to facilitate an on-going healthy lifestyle.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

none

References


STUDENT EVALUATIONS, EVALUATION PROCEDURES & GRADING POLICY

I. PARTICIPATION (140 POINTS): In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:

- Attend and sign in for all class sessions;
- Be on time for class and not leave early;
- Dress appropriately for scheduled activities;
- Engage in activities with full effort;
- Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
- Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).

**Instructor reserves the right to deduct participation points for lack of effort even if student is present. (Course objectives 1-5)

II. FITNESS ASSESSMENT PACKETS (100 POINTS): This packet will consist of worksheet assessments for body weight, body fat percentage, 3 minute step test, target heart rate zone, flexibility index, timed mile run, and other assessment material pertaining to overall health and fitness. Assessments will be done at the beginning and conclusion of the semester. The fitness assessment includes 7 categories which can be improved upon within a semester's time frame. Points will be allocated in 4 categories as follows:

- 20 points each for improvement
- 15 points each for no change
- 10 points each for a decline

*Initial packet, Medical Questionnaire and Goals turn-in (20 points)
(Course objectives 1 and 2)

III. INDIVIDUAL WORKOUT LOGS (10 points each x 10 = 100 points): Students will have individual workout assignments to complete on their own each week. Logs will be due every Monday for the previous week. (Course objectives 1, 2, 4, and 5)
IV. REFLECTION PAPER AND GOALS ACHIEVEMENT (30 points): Students will submit a one-page, 12 point font, Single-spaced paper at the end of the semester reflecting on their progress and results in the class. The paper will also summarize the goals that were set by the student at the beginning of the semester, whether those goals were met, and why or why they were not achieved. (Course objectives 1-5)

V. SKILLS ASSESSMENT (30 points): Students will demonstrate their knowledge of proper workout and exercise design with appropriate modifications. This assessment may be evaluated in class as a group or one-on-one with the instructor. More details will be given throughout the semester. (Course objectives 3,4, and 5)

Grading

Grades will be assigned based on points earned, in line with the university policy:

A (90-100%) = 360 - 400 points
B (80-89%) = 320 - 359 points
C (70-79%) = 280 - 319 points
D (60-69%) = 240 - 279 points
F (below 60%) = 239 points or below

Attendance/Class Participation 140pts  (35%)
Fitness Assessment Packet 100 pts  (25%)
Individual Workout Logs 100 pts  (25%)
Reflection Paper 30 pts  (7%)
Skills Assessment 30 pts  (7%)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

I. ATTENDANCE: Each student is allowed only 2 ABSENCES from class. Five (5) points will be deducted from your total participation grade for each absence that occurs beyond two. An absence includes but is not limited to illness, family emergency, doctor or dentist appointment, work or personal crisis.

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IV. **LEAVING EARLY:** Leaving early is only accepted and excused when pre-arranged with the instructor. Pre-arranged means the student notifies the instructor at least one class period in advance. Other incidences of leaving early can result in a grade reduction (see Participation Grade).

V. **MISSED/LATE ASSIGNMENTS:** There will be no make-ups allowed for absences, quizzes, or skills tests unless arranged with the professor before the absence. Arrangements should be made as soon as possible.

VI. **OUT-OF-CLASS ASSIGNMENTS:** The instructor reserves the right to give out-of-class assignments in the event of unforeseen absence.

VII. **ATTIRE:** Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class. Students will not be allowed to participate without appropriate footwear. *Improper attire* will result in a reduction in the participation grade, even if the student is present. **NO DRESS CLOTHES, DRESS SHOES, SANDALS OR DENIM WILL BE PERMITTED.**

Students must come to class prepared to work out. **Proper Clothing:** Be sure to wear clothing that ensures free movement and that is weather appropriate. **Proper Shoes:** 1) Select shoes that totally support your feet; 2) Wear nylon uppers rather than leather uppers for cooler shoes. **Fluid Intake:** 1) Drink plenty of water at least 20 minutes prior to aerobic exercise; 2) Consuming frequent, small intakes of water throughout the day is best; and, 3) Bring water to class to ensure hydration during aerobic exercise.

VIII. **COMMUNICATION WITH INSTRUCTOR:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. **Students may communicate with the instructor via Course Den "Mail" and will receive a response to such emails within 48 hours.**

IX. **COURSE DEN:** Students are required to utilize the instructor’s Course Den site to access course materials for use in class and to supplement the course outside of class. In addition, Course Den will be used to communicate with students via Course Den “Mail” and post announcements and class cancellations.

X. **UWG STUDENT-ATHLETES:** Students who actively participate in intercollegiate athletics or any University sponsored group are required to produce a schedule for days they will miss class. It is your responsibility to contact the instructor BEFORE leaving, not after your return.

XI. **DISRUPTIONS:** All pagers, cell phones, watches, etc. should be silenced, remain off and put away during class. The instructor reserves the right to ask students to leave class for any disruption or inappropriate behavior, including but not limited to: excessive interruptions, voluntary lack of participation, excessive horseplay and talking during lecture or class activity.

XII. **HEALTH PROBLEMS/DISABILITY NEEDS:** There is a physical activity component to this course. Students with any physical problems, which may affect their ability to fully participate, should notify the instructor within the first week of the semester. If a student needs special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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

XIII. **FULFILLING REQUIREMENTS FOR OTHER COURSES:** Per university policy, no material prepared to meet requirements in one course may be used to fulfill the requirements in another course without permission of the instructor.

XIV. **ACADEMIC HONESTY:** In meeting any academic requirement in part or in full, presenting the work, ideas or writing of another as one’s own is subject to disciplinary action, including the possibility of dismissal from the course. Copying or downloading information from the Internet is plagiarism unless credit is given – this includes abstracts.

Academic dishonesty includes but is not limited to:

1. Copying answers from another student’s test
2. Using the work of other students
3. Taking and presenting as one’s own ideas the writing of another personal without appropriate documentation
4. Cutting and pasting information from the internet

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

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**OLD SYLLABUS**

**PWLA 2611-01 BODY BOOT CAMP**

**Semester Hours:** 1

**Semester/Year:** Fall 2014

**Instructor:** Christine Knoll

**Day and Time:** Monday and Wednesday, 10:00 – 10:50 a.m.

**Class Location:** Coliseum 2117

**Office Location:** Coliseum 2115

**Office Hours:** Monday and Wednesday, 11:00-11:50 a.m. or by appointment

**Telephone**
Department Line: (678) 839-6530

**Fax**
(678) 839-6195

**E-mail:** **Course Den email**
COURSE DESCRIPTIONS: This intermediate course of physical conditioning combines high energy cardio-respiratory activity with various forms of strength training to improve muscular endurance and strength, develop increased levels of cardio respiratory fitness, and promote overall health. The class format will consist of intense outdoor and indoor training with vigorous circuit, interval and cross training regimens. Beginning, intermediate, and advanced levels of exercises will be taught along with safe practices, knowledge of muscle groups, proper fueling and recovery, and workout design.

COURSE OBJECTIVES:

1. Students will improve cardio respiratory fitness and muscular endurance.

2. Students will positively affect their body composition.

3. Students will understand how knowledge of proper nutrition and the components of health-related fitness will contribute to a healthy lifestyle, prevent chronic disease, and minimize stress.

4. Students will understand and demonstrate the principles involved in all components of physical fitness.

5. Students will understand how to create their own fitness routine so as to facilitate an on-going healthy lifestyle.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

none

References


VI. PARTICIPATION (140 POINTS): In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:

- Attend and sign in for all class sessions;
- Be on time for class and not leave early;
- Dress appropriately for scheduled activities;
- Engage in activities with full effort;
- Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
- Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).

**Instructor reserves the right to deduct participation points for lack of effort even if student is present. (Course objectives 1-5)**

VII. FITNESS ASSESSMENT PACKETS (100 POINTS): This packet will consist of worksheet assessments for body weight, body fat percentage, 3 minute step test, target heart rate zone, flexibility index, timed mile run, and other assessment material pertaining to overall health and fitness. Assessments will be done at the beginning and conclusion of the semester. The fitness assessment includes 7 categories which can be improved upon within a semester’s time frame. Points will be allocated in 4 categories as follows:

- 20 points each for improvement
- 15 points each for no change
- 10 points each for a decline

*Initial packet, Medical Questionnaire and Goals turn-in (20 points) (Course objectives 1 and 2)

VIII. INDIVIDUAL WORKOUT LOGS (10 points each x 10 = 100 points): Students will have individual workout assignments to complete on their own each week. Logs will be due every Monday for the previous week. (Course objectives 1, 2, 4, and 5)

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*Tentative Class Schedule*

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic/Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 25-Aug</td>
<td>Introduction/Syllabus</td>
<td></td>
</tr>
<tr>
<td>Wed 27-Aug</td>
<td>Workout Sample</td>
<td></td>
</tr>
<tr>
<td>Mon 1-Sep</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Wed 3-Sep</td>
<td>Fitness Assessments</td>
<td>Fit Assess &amp; Med Questionnaires Due</td>
</tr>
<tr>
<td>Mon 8-Sep</td>
<td>Principles, Nutrition, Goals</td>
<td>Goals Due</td>
</tr>
<tr>
<td>Wed 10-Sep</td>
<td>Exercise Modifications, Muscle Groups</td>
<td></td>
</tr>
<tr>
<td>Fri 12-Sep</td>
<td></td>
<td>Attend Wolf Wellness Expo</td>
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<tr>
<td>Mon 15-Sep</td>
<td>Group Workout (wk 1)</td>
<td></td>
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<tr>
<td>Wed 17-Sep</td>
<td>Group Workout (wk 1)</td>
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<tr>
<td>Mon 22-Sep</td>
<td>Group Workout (wk 2)</td>
<td>Week 1 homework log due</td>
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<tr>
<td>Wed 24-Sep</td>
<td>Group Workout (wk 2)</td>
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<tr>
<td>Mon 29-Sep</td>
<td>Group Workout (wk 3)</td>
<td>Week 2 homework log due</td>
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<tr>
<td>Wed 1-Oct</td>
<td>Group Workout (wk 3)</td>
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</tr>
<tr>
<td>Mon 6-Oct</td>
<td>Group Workout (wk 4)</td>
<td>Week 3 homework log due</td>
</tr>
<tr>
<td>Wed 8-Oct</td>
<td>Group Workout (wk 4)</td>
<td></td>
</tr>
<tr>
<td>Mon 13-Oct</td>
<td>No Class – Individual workout at Campus Center</td>
<td>Week 4 homework log due</td>
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<tr>
<td>Wed 15-Oct</td>
<td>Group Workout (wk 5)</td>
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<td>Mon 20-Oct</td>
<td>Group Workout (wk 6)</td>
<td>Week 5 homework log due</td>
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<td>Wed</td>
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<td>Wed</td>
<td>19-Nov</td>
<td>Fitness Assessments</td>
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<td>Mon</td>
<td>24-Nov</td>
<td>No Class - Thanksgiving Break</td>
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<td>Wed</td>
<td>26-Nov</td>
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<td>Mon</td>
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<td>3-Dec</td>
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<tr>
<td>Wed</td>
<td>10-Dec</td>
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Course Update Request (Add, Delete, Modify)

**Course Details**

| PWLA 1088 | Mat Pilates |

This course is designed to teach the history, terminology, and techniques of the Pilates method. The focus for the course is to teach mat Pilates exercises through precise muscle controlled movements, utilizing proper breathing techniques, in order to stretch and strengthen muscle, improve posture, balance, and core strength.

**Course Catalog Description**

<table>
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<th>Lect</th>
<th>Lab</th>
<th>Credit</th>
<th>Fall - 2015</th>
<th>Every Term</th>
<th>Letter Grade</th>
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</tbody>
</table>

**Prerequisites**

**Corequisites**

**Rationale**

This course has been offered several years as a special topics course (PWLA 201). The student demand for this course justifies converting this to permanent course. UWG currently employs qualified instructors to teach this course.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

**Comments**

Is this a SACS substantive change? **NO**

Present or Projected Annual Enrollment: 50

https://apps01.westga.edu/catalog/content/doc info view.php?doc id=141... 1/21/2015
## College Approvals

**Frank Bates**  
Chair, Course Department  
[APPROVED 2014-11-21]

Rebecca Stanard  
Associate Dean, College of Education  
[APPROVED 2014-12-06]

## Cross Listing Approvals

Chair, Cross Listed Department  
N/A

Associate Dean, Cross Listed College  
N/A

## Other Approvals

**Julia Farmer**  
Chair, Undergraduate Academic Programs Committee  
[APPROVED 2016-01-11]

## Final Approval

Myrna Gunther  
Final Approver  
[REQUIRED]
Mat Pilates
PWLA 1688-Proposed Course

Semester/Year  Fall 2015
Time/Location  TBA
Instructor  TBA
Office Location  TBA
Office Hours  TBA
Telephone  TBA
Email  TBA

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

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

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

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

COURSE DESCRIPTION

This course is designed to teach the history, terminology, and techniques of the Pilates method. The focus for the course is to teach mat Pilates exercises through precise muscle controlled movements, utilizing proper breathing techniques, in order to stretch and strengthen muscle, improve posture, balance, and core strength.

COE Vision

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

COE Mission

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

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards SHAPE America, Power Pilates, and Classical Pilates are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

COURSE OBJECTIVES
Students will:

1. Describe the history, terminology, and benefits of participating in Pilates;
2. Use and discuss proper equipment when practicing Pilates;
3. Perform the six basic principles for the practice of Pilates: centering, control, concentration, flow, breath, and precision;
4. Practice connecting mind, body, and breathing;
5. Demonstrate techniques used in Pilates through class participation and practicing Pilates;

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) None, but personal mats are highly recommended

Course References


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **PARTICIPATION (80 points total)**
   In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. Students are expected to and can earn up to 80 points for the following:
   - Attend all class sessions
   - Be on time for class and not leave early
   - Dress appropriately for scheduled activities
   - Engage in activities fully with effort
   - Avoid distracting or disrupting the class (no cell phones, pagers, etc.)
   - Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).
   *(Course Objectives 2-5)*

   *Evaluation of effort and conduct are based on the instructor's judgment.*

2. **SKILLS ASSESSMENT (60 points)**
   Students will be given a skills assessment at the end of the semester over a variety of techniques learned in class. Students will be responsible for a phase of the intermediate mat Pilates workout following the classical order. The workout phase will be submitted in written form as well as demonstrated with a group. Further explanation along with a grading rubric will be given in class by the instructor.
   *(Course Objectives: 2-5)*
3. **WRITTEN EXAMS (30 points each = 60 points)**

Two written exams will be given throughout the semester. Exams will cover in class lectures, power points, as well as class activity and instruction. Exam questions may consist of multiple choice, true/false, matching, and short answer. Exams will be open during the following dates: Exam #1 (10/9-10/16 11:59pm) & Exam #2 (11/20-12/2 11:59pm).

*(Course Objectives 1 & 2)*

**Evaluation Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>80 points</td>
<td>40%</td>
<td>Attendance, effort, cooperation &amp; attire</td>
</tr>
<tr>
<td>2. Skills Assessment</td>
<td>60 points</td>
<td>30%</td>
<td>Skill development rubric</td>
</tr>
<tr>
<td>3. Written Exams (two)</td>
<td>60 points</td>
<td>30%</td>
<td>Subjective &amp; objective assessment</td>
</tr>
</tbody>
</table>

**Grading**

<p>| | | |</p>
<table>
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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>180 - 200 points</td>
<td>A = (90 - 100%)</td>
<td></td>
</tr>
<tr>
<td>160 - 179 points</td>
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</tr>
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<td>140 - 159 points</td>
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<td></td>
</tr>
<tr>
<td>120 - 139</td>
<td>D = (60 - 69%)</td>
<td></td>
</tr>
<tr>
<td>0 - 119</td>
<td>F = (0 - 59%)</td>
<td></td>
</tr>
</tbody>
</table>

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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**Attire:** Students are required to dress in appropriate Pilates attire. No street clothes or blue jeans will be permitted. Additionally attire should appropriately cover torsos. Pilates should be performed bare footed or in socks. No shoes can be worn during class workout sessions. Students will not be allowed to participate if inappropriate clothing is worn. This will count as an absence, even if the student is present.
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Late Work: All assignments are due on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches.

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OLD SYLLABUS

Mat Pilates
PWLA 2611-05

Semester/Year Fall 2014

Time/Location Tuesday/Thursday 11:00-11:50, Room #2117

Instructor Mrs. Jennifer K. Heidorn, M.Ed.
AFAA Primary Group Certified Instructor
Power Pilates Certified Instructor
Classical Pilates Certified Instructor

Office Location Coliseum, #2115

Office Hours Monday 9:30-10:30am
Tuesday 9:30-11:00am & 12:00-3:00pm (Coliseum #2038)
Wednesday by appointment
Thursday 9:30-11:00am & 12:00-3:00pm (Coliseum #2038)
Friday by appointment

Telephone Direct Line: (678) 839-6182
Department Line: (678) 839-6530

Email jheidorn@westga.edu

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

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

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

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

COURSE DESCRIPTION

This course is designed to teach the history, terminology, and techniques of the Pilates method. The focus for the course is to teach mat Pilates exercises through precise muscle controlled movements, utilizing proper breathing techniques, in order to stretch and strengthen muscle, improve posture, balance, and core strength.

COE Vision

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

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

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards SHAPE America, Power Pilates, and Classical Pilates are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

COURSE OBJECTIVES

Students will:

1. Describe the history, terminology, and benefits of participating in Pilates;
2. Use and discuss proper equipment when practicing Pilates;
3. Perform the six basic principles for the practice of Pilates: centering, control, concentration, flow, breath, and precision;
4. Practice connecting mind, body, and breathing;
5. Demonstrate techniques used in Pilates through class participation and practicing Pilates;

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) None, but personal mats are highly recommended

Course References


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

4. PARTICIPATION (80 points total)
In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. Students are expected to and can earn up to 80 points for the following:

- Attend all class sessions
- Be on time for class and not leave early
- Dress appropriately for scheduled activities
- Engage in activities fully with effort
- Avoid distracting or disrupting the class (no cell phones, pagers, etc.)
• Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).

(Course Objectives 2-5)

*Evaluation of effort and conduct are based on the instructor’s judgment.

5. SKILLS ASSESSMENT (60 points)
Students will be given a skills assessment at the end of the semester over a variety of techniques learned in class. Students will be responsible for a phase of the intermediate mat Pilates workout following the classical order. The workout phase will be submitted in written form as well as demonstrated with a group. Further explanation along with a grading rubric will be given in class by the instructor.

(Course Objectives: 2-5)

6. WRITTEN EXAMS (30 points each = 60 points)
Two written exams will be given throughout the semester. Exams will cover in class lectures, power points, as well as class activity and instruction. Exam questions may consist of multiple choice, true/false, matching, and short answer. Exams will be open during the following dates: Exam #1 (10/9-10/16 11:59pm) & Exam #2 (11/20-12/2 11:59pm).

(Course Objectives 1 & 2)

### Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>80 points</td>
<td>40%</td>
<td>Attendance, effort, cooperation &amp; attire</td>
</tr>
<tr>
<td>2. Skills Assessment</td>
<td>60 points</td>
<td>30%</td>
<td>Skill development rubric</td>
</tr>
<tr>
<td>3. Written Exams (two)</td>
<td>60 points</td>
<td>30%</td>
<td>Subjective &amp; objective assessment</td>
</tr>
</tbody>
</table>

### Grading

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 – 200</td>
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# CLASS OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 8/26</td>
<td>Syllabus: Introduction, Outline; &amp; Medical History Profile</td>
</tr>
<tr>
<td>T 9/2</td>
<td>Activity – Principles, Beginner Order, and Modifications</td>
</tr>
<tr>
<td>TR 9/4</td>
<td>Activity – Principles, Beginner Order, and Modifications</td>
</tr>
<tr>
<td>T 9/9</td>
<td>Activity – Principles, Beginner Order, and Modifications</td>
</tr>
<tr>
<td>TR 9/11</td>
<td>Activity – Principles, Beginner Order, and Modifications</td>
</tr>
<tr>
<td>T 9/16</td>
<td>Activity – Full Beginner Order Focusing on Variations, Transitions and Flow</td>
</tr>
<tr>
<td>TR 9/18</td>
<td>Activity – Full Beginner Order Focusing on Variations, Transitions and Flow</td>
</tr>
<tr>
<td>T 9/23</td>
<td>Activity – Full Beginner Order Focusing on Variations with Props</td>
</tr>
<tr>
<td>TR 9/25</td>
<td>Activity – Full Beginner Order Focusing on Variations with Props</td>
</tr>
<tr>
<td>T 9/30</td>
<td>Activity – Full Beginner Order Focusing on Variations with Props</td>
</tr>
<tr>
<td>TR 10/2</td>
<td>Activity – Intermediate Order Add-in Exercises/Review for Exam #1</td>
</tr>
<tr>
<td>T 10/7</td>
<td>No Class – Professional Development Training</td>
</tr>
<tr>
<td>TR 10/9</td>
<td>Activity – Intermediate Order Add-in Exercises/Exam #1  <em>(10/9-10/16 11:59pm)</em></td>
</tr>
<tr>
<td>T 10/14</td>
<td>Activity – Intermediate Order Add-in Exercises</td>
</tr>
<tr>
<td>TR 10/16</td>
<td>Activity – Full Intermediate Order Focusing on Variations, Transitions and Flow</td>
</tr>
<tr>
<td>T 10/21</td>
<td>Activity – Full Intermediate Order Focusing on Variations, Transitions and Flow</td>
</tr>
<tr>
<td>TR 10/23</td>
<td>Activity – Full Intermediate Order Focusing on Variations with Props</td>
</tr>
<tr>
<td>T 10/28</td>
<td>Activity – Full Intermediate Order Focusing on Variations with Props</td>
</tr>
<tr>
<td>TR 10/30</td>
<td>Activity – Full Intermediate Order Focusing on Variations with Props</td>
</tr>
<tr>
<td>T 11/4</td>
<td>Activity – Full Intermediate Order Focusing on Variations with Props</td>
</tr>
<tr>
<td>TR 11/6</td>
<td>Activity – Full Intermediate Order with Advanced Add-in Exercises</td>
</tr>
<tr>
<td>T 11/11</td>
<td>Activity – Full Intermediate Order with Advanced Add-in Exercises</td>
</tr>
<tr>
<td>TR 11/13</td>
<td>Activity – Full Intermediate Order with Advanced Add-in Exercises</td>
</tr>
<tr>
<td>T 11/18</td>
<td>Activity – Full Intermediate Order with Advanced Add-in Exercises</td>
</tr>
<tr>
<td>TR 11/20</td>
<td>Activity – Discussion/Form Skills Assessment Groups/Practice/Exam #2  <em>(11/20-12/2 11:59pm)</em></td>
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<tr>
<td>T 11/25</td>
<td>THANKSGIVING BREAK</td>
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<tr>
<td>TR 11/27</td>
<td>THANKSGIVING BREAK</td>
</tr>
<tr>
<td>T 12/2</td>
<td>Group Practice Day/Complete Course Evaluations</td>
</tr>
<tr>
<td>TR 12/4</td>
<td>Skills Assessment</td>
</tr>
</tbody>
</table>

This is a tentative class schedule. The instructor has the right to change if needed.
Course Update Request (Add, Delete, Modify)

Originator
Leadership and Instruction
College of Education
Department
Mealer, Brian

Action
- Add
- Modify
- Delete

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

Course Details

FWLA 1599 Yoga: Intermediate

This course is designed to review the history and terminology of yoga. The focus for this course is teaching more advanced physical poses, teaching and communication skills, sequencing, progressive affirmations, breathing/pranayama, and shakras. Features designed to open the many channels of the body, especially the main channel, the sushumna: to develop a balance of strength and flexibility in the physical body; and to connect the movement of the body and the fluctuations of the mind to the rhythm of breathing. The focus centers on connecting the mind, the body, and breathing. This course is designed to reach a total mind-body workout which features functional strength, flexibility, muscle balancing, and relaxation.

Course Catalog Description

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Lab Hrs</td>
<td></td>
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</tr>
</tbody>
</table>

Prerequisites

FWLA 1494 or equivalent must be taken before this course (or instructor approval). The instructor reserves the right to reserve elements from this class if they do not meet this requirement.

Corequisites

Rationale

This course has been offered several years as a special topics course (FWLA 2611). The student demand for this course justifies converting this to permanent course. UWG currently employs qualified instructors to teach this course.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 50

Comments
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Cross Listing Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Battis</td>
<td>N/A</td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td>Chair, Cross Listed Department</td>
</tr>
<tr>
<td>Rebecca Stanard</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td>Associate Dean, Cross Listed College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Approvals</th>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Farmer</td>
<td>Myrna Ganner</td>
</tr>
<tr>
<td>[APPROVED 2016-01-11]</td>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Chair, Undergraduate Academic Program Committee</td>
<td>Final Approver</td>
</tr>
</tbody>
</table>
Yoga: Intermediate—PWLA 1689 (Proposed Course)

Semester/Year: TBA
Time/Location: TBA
Instructor: TBA
Office Location: TBA
Office Hours: TBA

Telephone: TBA

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

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

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

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

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

COURSE DESCRIPTION

This course is designed to review the history and terminology of yoga. The focus for this course is teaching more advanced physical pose practice, teaching and communication skills, sequencing, positive affirmations/mantras, breathing/pranayama, and chakras. Postures designed to open the many channels of the body, especially the main channel, the spine; to develop a balance of strength and flexibility in the physical body; and to connect the movement of the body and the fluctuations of the mind to the rhythm of breathing. The focus centers on connecting the mind, the body, and breathing. This course is designed to reach a total mind-body workout which features functional strength, flexibility, muscle balancing, and relaxation.

REQUIREMENT

PWLA 1690 or equivalent must be taken before this class (or instructor approval). The instructor reserves the right to remove students from this class if they do not meet this requirement.

APPROACHES TO INSTRUCTION

Pedagogical methods for this course include small group activities, discussions, and active physical participation.
COURSE OBJECTIVES

1. Describe the history, terminology, and benefits of participating in hatha yoga.
2. Review and discuss proper equipment when practicing yoga.
3. Perform advanced physical exercise (asanas or postures) to practice yoga.
4. Review principles of alignment.
5. Perform advanced breathing/pranayama principles for the practice of yoga.
6. Practice connecting mind, body, and breathing by listening to the body, letting go of competition, judgment and expectation.
7. Compare and use relaxation techniques.
8. Learn and perform chakras.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Text: None required

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **CLASS PARTICIPATION 40% (80 POINTS):** In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:
   - Attend and sign in for all class sessions;
   - Be on time for class and not leave early;
   - Dress appropriately for scheduled activities;
   - Engage in activities fully with effort;
   - Avoid distracting or disrupting the class (no cell phones, pagers, etc.);
   - Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.) *(Course Objectives: 2-3, 5-8).*

   Evaluation of effort and conduct are based on the instructor’s judgment (see Class Policies).

2. **WRITTEN ASSESSMENT & JOURNALING 30% (60 POINTS):** One online exam will be given in which students will demonstrate their knowledge of yoga history, terminology, philosophy, proper alignment and practice, body alignment, and techniques and poses. Exam questions will be multiple-choice and true/false and short answer. Students will also submit five journal entries outlining experiences with any of the 5 yamas (non-violence, truthfulness, nonstealing, nonexcess, and nonpossessiveness, or 5 nityamas); purity, contentment, self-disciplines, self-study, and surrender. Additional information will be disseminated in class. All entries are due by 4/15 but may be submitted at any time. *(Course Objectives: 1-2, 4, 7-8).*

3. **SKILLS EVALUATION 30% (60 POINTS):** The skills assessment will based on the student’s understanding and demonstration of the basic principles and alignments of the breathing techniques and basic yoga poses. The assessment will be scored using a three-level rubric (emerging, adequate, mastery). *(Course Objectives: 3 & 5).*
### Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Submit via</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>80 pts. (40%)</td>
<td>Checklist, Rubrics &amp; Instructor Observation</td>
<td>None</td>
<td>1/7 – 4/15</td>
</tr>
<tr>
<td>Yamas &amp; Niyamas Five Journal Entries</td>
<td>30 pts. (15%)</td>
<td>Rubric</td>
<td>D2L (online) or Hard-copy</td>
<td>On or before 4/15</td>
</tr>
<tr>
<td>Written Exam</td>
<td>30 pts. (15%)</td>
<td>Cognitive Assessment</td>
<td>D2L (online)</td>
<td>Quiz 4/8 – 4/15 11:59pm – 11:59pm</td>
</tr>
<tr>
<td>Skills Evaluation</td>
<td>60 pts. (30%)</td>
<td>Objective Assessment &amp; Rubrics</td>
<td>Hard-copy (in-class)</td>
<td>4/15</td>
</tr>
</tbody>
</table>

### Grading

\[ A = 200 – 180 \text{ points (90 – 100 %)} \]
\[ B = 179 – 160 \text{ points (80 – 89 %)} \]
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OLD SYLLABUS

Intermediate Yoga – PWLA 2611

Semester/Year  Spring 2014

Time/Location  Tuesday/Thursday 4:00-4:50pm, Room 2117

Instructor  Jennifer K. Heidorn M.Ed
            AFAA Primary Group Certified Instructor
            Yoga Fit Certified Instructor

Office Location  Education Annex #104

Office Hours  Monday 12:00-4:00pm
              Tuesday 11:00-1:00pm (Coliseum #2115)
              Wednesday 1:00-3:00pm
              Thursday 11:00-1:00pm (Coliseum #2115)
              Friday by appointment

Telephone  Direct Line: 678-839-6182
           Department Line: 678-839-6559

Email  jheidorn@westga.edu

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

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

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

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

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

COURSE DESCRIPTION

This course is designed to review the history and terminology of yoga. The focus for this course, is teaching more advanced physical pose practice, teaching and communication skills, sequencing, positive affirmations/mantras, breathing/pranayama, and chakras. Postures designed to open the many channels of the body, especially the main channel, the spine; to develop a balance of strength and flexibility in the physical body; and to connect the movement of the body and the fluctuations of the mind to the rhythm of breathing. The focus centers on connecting the mind, the body, and breathing. This course is designed to reach a total mind-body workout which features functional strength, flexibility, muscle balancing, and relaxation.

REQUIREMENT

PWLA 1690 or equivalent must be taken before this class (or instructor approval). The instructor reserves the right to remove students from this class if they do not meet this requirement.
APPROACHES TO INSTRUCTION

Pedagogical methods for this course include small group activities, discussions, and active physical participation.

COURSE OBJECTIVES

1. Describe the history, terminology, and benefits of participating in hatha yoga.
2. Review and discuss proper equipment when practicing yoga.
3. Perform advanced physical exercise (asanas or postures) to practice yoga.
4. Review principles of alignment.
5. Perform advanced breathing/pranayama principles for the practice of yoga.
6. Practice connecting mind, body, and breathing by listening to the body, letting go of competition, judgment and expectation.
7. Compare and use relaxation techniques.
8. Learn and perform chakras.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Text: None required

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **CLASS PARTICIPATION 40% (80 POINTS):** In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:
   - Attend and sign in for all class sessions;
   - Be on time for class and not leave early;
   - Dress appropriately for scheduled activities;
   - Engage in activities fully with effort;
   - Avoid distracting or disrupting the class (*no cell phones, pagers, etc.)*;
   - Contribute to a positive climate by demonstrating good sportsmanship, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.) *(Course Objectives: 2-3, 5-8).*

   Evaluation of effort and conduct are based on the instructor’s judgment (see Class Policies).

2. **WRITTEN ASSESSMENT & JOURNALING 30% (60 POINTS):** One online exam will be given in which students will demonstrate their knowledge of yoga history, terminology, philosophy, proper alignment and practice, body alignment, and techniques and poses. Exam questions will be multiple-choice and true/false and short answer. Students will also submit five journal entries outlining experiences with any of the 5 *yamas*; non-violence, truthfulness, nonstealing, nonexcess, and nonpossessiveness, or 5 *niyamas*; purity, contentment, self-disciplines, self-study, and surrender. Additional information will be disseminated in class. All entries are due by 4/15 but may be submitted at any time. *(Course Objectives: 1-2, 4, 7-8).*

3. **SKILLS EVALUATION 30% (60 POINTS):** The skills assessment will based on the student’s understanding and demonstration of the basic principles and alignments of the breathing techniques and basic yoga poses. The assessment will be scored using a three-level rubric (emerging, adequate, mastery). *(Course Objectives: 3 & 5).*
### Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Submit via:</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>80 pts.</td>
<td>Checklist, Rubrics &amp; Instructor Observation</td>
<td>None</td>
<td>1/7 – 4/15</td>
</tr>
<tr>
<td></td>
<td>(40%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yamas &amp; Niyamas</td>
<td>30 pts.</td>
<td>Rubric</td>
<td>D2L (online) or Hard-copy</td>
<td>On or before 4/15</td>
</tr>
<tr>
<td>Five Journal Entries</td>
<td>(15%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Exam</td>
<td>30 pts.</td>
<td>Cognitive Assessment</td>
<td>D2L (online)</td>
<td>Quiz 4/8 – 4/15</td>
</tr>
<tr>
<td></td>
<td>(15%)</td>
<td></td>
<td></td>
<td>11:59pm – 11:59pm</td>
</tr>
<tr>
<td>Skills Evaluation</td>
<td>60 pts.</td>
<td>Objective Assessment &amp; Rubrics</td>
<td>Hard-copy (In-class)</td>
<td>4/15</td>
</tr>
<tr>
<td></td>
<td>(30%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grading

A = 200 – 180 points (90 – 100 %)
B = 179 – 160 points (80 – 89 %)
C = 159 – 140 points (70 – 79 %)
D = 139 – 120 points (60 – 69 %)
F = 119 or below (0 – 59 %)

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## CLASS OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Content/Activity</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/7</td>
<td>Introduction and Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>R 1/9</td>
<td>Seven Principles of Yoga Fit; Yoga Fit Essence; History; Breathing; Eight Limbs of Classical Yoga</td>
<td>Complete Health Form &amp; Informed Consent</td>
</tr>
<tr>
<td>T 1/14</td>
<td>Yamas &amp; Niyamas; Yoga Practice</td>
<td></td>
</tr>
<tr>
<td>R 1/16</td>
<td>Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 1/21</td>
<td>Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 1/23</td>
<td>No Class – Conference (Share the Wealth)</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 1/28</td>
<td>New Poses; Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 1/30</td>
<td>Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 2/4</td>
<td>Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 2/6</td>
<td>New Poses; Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 2/11</td>
<td>Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 2/13</td>
<td>Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 2/18</td>
<td>New Poses; Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 2/20</td>
<td>No Class- Conference (SDAHPERD)</td>
<td>Journaling</td>
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<tr>
<td>T 2/25</td>
<td>Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 2/27</td>
<td>Emphasis of Props; Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 3/4</td>
<td>New Poses; Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 3/6</td>
<td>Emphasis of Meditation; Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 3/11</td>
<td>Introduction of Chakras; Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 3/13</td>
<td>Emphasis of First Chakra; Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 3/18</td>
<td>No Class – Spring Break</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 3/20</td>
<td>No Class – Spring Break</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 3/25</td>
<td>Emphasis of Second Chakra; Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 3/27</td>
<td>Emphasis of Third Chakra; Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>T 4/1</td>
<td>Emphasis of Fourth Chakra; Full Yoga Practice</td>
<td>Journaling</td>
</tr>
<tr>
<td>R 4/3</td>
<td>Emphasis of Fifth Chakra; Full Yoga Practice</td>
<td>Journaling</td>
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<tr>
<td>T 4/8</td>
<td>Emphasis of Sixth Chakra; Full Yoga Practice</td>
<td>Journaling</td>
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<tr>
<td>R 4/10</td>
<td>Emphasis of Seventh Chakra; Full Yoga Practice</td>
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<tr>
<td>T 4/15</td>
<td>Final Skill Analysis &amp; Course Evaluations</td>
<td>Journaling</td>
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</table>

This is a tentative class schedule. The instructor has the right to change if needed.
Course Update Request (Add, Delete, Modify)

<table>
<thead>
<tr>
<th>Originator</th>
</tr>
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<tbody>
<tr>
<td>Anthropology Department</td>
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<table>
<thead>
<tr>
<th>Action</th>
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<tbody>
<tr>
<td>Add</td>
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<table>
<thead>
<tr>
<th>Course Details</th>
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<tbody>
<tr>
<td>Course Title: ANTH 4304 Ice Age Peoples of North America</td>
</tr>
<tr>
<td>Prefix</td>
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</table>

The goal of this course is to explore the contributions of archaeology, human genetics, paleoanthropology, linguistics, vertebrate paleontology, and paleoecology in peopling of the Americas. We will discuss how the evidence provided by three disciplines is used in the search of Ice Age Americans.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
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<tr>
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<td>Other</td>
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<table>
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<tr>
<th>Corequisites</th>
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</table>

<table>
<thead>
<tr>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course has been taught and filled two semesters so far. It will now be listed as an option for required Archaeology courses for a Major in Anthropology.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Planning Info</th>
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<tbody>
<tr>
<td>Library Resources are Adequate</td>
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<tr>
<td>Library Resources Need Enhancement</td>
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</table>

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<tr>
<th>Comments</th>
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<tbody>
<tr>
<td>Is this a SAC8 substantive change? NO (See Notes)</td>
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<tr>
<td>Present or Projected Annual Enrollment: 25</td>
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https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=141... 1/21/2015
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Cross Listing Approvals</th>
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</thead>
<tbody>
<tr>
<td><strong>Lisa Gezon</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td>Chair, Cross Listed Department</td>
</tr>
<tr>
<td><strong>Amber Smallwood</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Coordinator, CGSS Executive Committee</td>
<td>Associate Dean, Cross Listed College</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Other Approvals</th>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Julie Farmer</strong></td>
<td><strong>Myrna Ganhar</strong></td>
</tr>
<tr>
<td>Chair, Undergraduate Academic Programs Committee</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Final Approver</td>
<td></td>
</tr>
</tbody>
</table>
Investigating the Ice Age Peoples of North America

Anth 4885/01 Dr. Ashley M. Smallwood M/W 12:30-1:50 pm

Course Instructor

Contact Information: Dr. Smallwood; 678-839-6451 or contact me via CourseDen
Office Hours: MW 10-11:00 pm; Anthropology Building Rm. 5
   TR 11-2 pm Waring Archaeological Lab (these appointments require CourseDen
   contact ahead)
   Otherwise by appointment.
*Please contact me with CourseDen to arrange appointments. You can also stop in if my Anth office door is
open.

Description

It is widely accepted that the first Americans came into the New World sometime before 12,000 years ago,
when the earth was in an Ice Age. Beyond this, little is certain. Anthropologists use artifacts to piece together
the story of who the initial colonists were, where they originated, when and how they got here, and how they
adapted to their new landscape. The goal of this course is to explore the contributions of archaeology, human
genetics, paleoanthropology, linguistics, vertebrate paleontology, and paleogeography in peopling of the
Americas research. We will discuss how the evidence provided by these disciplines is used in the search of
Ice Age Americans. In other words, how researchers use prehistoric artifacts to build ideas about the prehistory
of America. How this course will unfold is
outlined below.

Required Readings

Each class period’s readings will be posted on CourseDen. Readings will be posted by the authors’ last names
and the year of publication. Read all listed references before the corresponding class day. Be prepared
to discuss or be quizzed on these readings in class.

Learning Outcomes and Course Objectives

• Define current problems in the study of the Pleistocene dispersal of modern humans from the Old World
to the New World.
   o When did humans colonize the Americas?
   o From where did they come?
   o What routes did they take?
   o What challenges did they face?
• Understand the major models used by anthropologists to explain the peopling of the Americas.
• Know and understand the contributions of the following areas of study involved in peopling of the
   Americas research: archaeology, human genetics, paleoanthropology, linguistics, vertebrate paleontology,
   and paleogeography.
• Demonstrate an understanding of theory formation and shifts in the discipline across time
• Write concise, organized, and mechanically correct papers that review and critique a specific topic or issue.
• Demonstrate an oral and written understanding of the course concepts through class discussion, exams,
and a well-organized research paper.
*Note: this syllabus is subject to change. Any changes will be posted on CourseDen, and it will be your responsibility to read your CourseDen messages regularly.

### Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6</td>
<td>Course overview—Why does it matter?</td>
</tr>
<tr>
<td>1/8</td>
<td>From the Lost Tribes, to the Paleolithic, to the Paleoindians—Who were the first Americans?</td>
</tr>
<tr>
<td>1/13</td>
<td>Dispersal of modern humans—Setting the stage for the Ice Age</td>
</tr>
<tr>
<td>1/15</td>
<td>The environmental setting for colonization—Why do Ice Ages happen?</td>
</tr>
<tr>
<td>1/20</td>
<td>No class—MLK Day Holiday</td>
</tr>
<tr>
<td>1/22</td>
<td>Routes of colonization and theories of migration—Where did they come from?</td>
</tr>
<tr>
<td>1/27</td>
<td>Biological and linguistic evidence—Who were they?</td>
</tr>
</tbody>
</table>
The earliest Ice Age Americans—Dating and evaluating sites


The earliest Ice Age Americans—What's the evidence?


The Clovis record—What is Clovis?


Discussion/Synthesis


Exam 1

Clovis subsistence and megafaunal extinctions—Lecture and student debate!


Film—Last Extinction: What Killed the Mammoths?

Clovis settlement—How did they use the landscape?


2/26

**Clovis in the West—the archaeological record**


3/3

**Clovis in the East—the archaeological record**


3/5

**Ice Age peoples of Alaska and South America—Who were their neighbors?**


3/10

**Folsom, later fluted forms, and Dalton—Who came after?**


3/12

**Discuss research topics: Meet at the library**

**Come prepared to discuss your research topic with an outline or abstract; learn about researching with databases, finding credible sources, and documenting sources**

3/17 & 3/19

Spring Break

3/24

**Archaic peoples—Who came after?**


**RESEARCH REFERENCES, OUTLINE, and DRAFT DUE IN CLASS**

3/26

**The Kennewick Man—Who owns the past?**

Review information about the case on the NOVA website
Honors Convocation—No afternoon classes

Discussion/Synthesis


Exam 2

Writing Day—Finalize Papers for Friday submission!

***RESEARCH PAPERS DUE (Turn in by noon!!!)***

Student Research Presentations

** We will sign up for presentation times**

Student Research Presentations

No class—Final Exam week begins

Do not meet in class for final—Online Evaluation

Course Structure

Exams (2; each worth 25%)

Class meetings will consist primarily of lecture and group discussions. There will be two exams in this class, Exam 1 and Exam 2. The second exam will not be cumulative. Additional details will be covered as the exam draws near, but exams will typically include the following: map questions, multiple-choice, identification/short answer, and a brief essay. Exams will draw heavily from lectures and readings, so to do well you must attend class and keep up with the reading assignments. This is a required responsibility! Make-up exams require valid university-approved excuses. You must schedule your make up exam within one week of the original test date.

Participation (5%) and Pop Quizzes (5; 5%)

I will evaluate your participation in class in two ways. First, I expect you to attend every class and come prepared to make meaningful contributions in class discussion. Second, I will be giving 5 announced pop quizzes throughout the course to ensure you are understanding the course material and attending class. These quizzes will focus on readings. Sorry, there will be no make-up quizzes.

Research References, Outline, and Drafting (10%)

You are required to turn in an annotated bibliography with at least 5 references formatted in American Antiquity style and annotated, an outline of your research paper, and at least your first page of writing. This is your chance to get feedback from me prior to final submission. Take advantage of this opportunity!

Research Paper (25%)

Finally, you will also need to prepare a 7-page research paper (not including references or images, double-spaced, 12-point font) on a topic related to the course. This paper should be original research that demonstrates competency in the course's content and more thoroughly investigates a topic or question discussed in this course. We will discuss potential paper topics in class. I also suggest making appointments
with me to work through your ideas. Papers will be in the style of *American Antiquity* (consult the Style Guide on the SAA web page [http://saa.org/AbouttheSociety/Publications/StyleGuide/]), paying careful attention to title, abstract, headings, subheadings, and bibliographic style. Papers will be evaluated for content and mechanics. Final papers are due in my office on **April 11 by noon. Sorry, late papers will not be accepted. Please start researching and writing early!**

**Research Presentation (5%)**

You will need to prepare a 5-minute presentation with visual aids (e.g., powerpoint slides) describing your research paper. I expect that you will describe your research question with background, the debate surrounding it, and your take on the debate with lines of evidence showing how you developed your hypothesis. I will provide more details on the presentation as the date approaches.

Scoring for this class is outlined below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance/participation</td>
<td>5%</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Research References/Draft</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 90-100%; B = 80-89%; C = 70-75%; D = 60-69%; F = 59% and below.

Hint: to calculate your final score, take any given score and multiply it by the amount it is worth. For example, if you received an 80 on the Midterm Exam, you multiply 80 x .25 for a total of 20 points towards your final score. Add these amounts up for your total grade points.

**Attendance**

Success in this course will not be possible without access to the online readings and participation in all activities. Please discuss any concerns you have about this course with the instructor ASAP (by the second week of class). **Students with more than two absences will lose earned participation points.** Please note how I define an absence: (1) not coming to class; (2) arriving late to class; (3) leaving class early; (4) sleeping or doing other non class related activities during class. You have 2 absences, please use them judiciously. If you miss class, it is your responsibility to get the notes from a classmate.

One credit is equal to 50 minutes "seat/instructional" time and 2 hours of student work outside of class per week. For a three hour class (such as this one), you are expected to engage in at least 6 hours of work per week outside of class over the course of the semester (completing reading assignments and studying).

**Academic Dishonesty**

Academic dishonesty will NOT be tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. See [http://www.westga.edu/undergrad/1762.htm](http://www.westga.edu/undergrad/1762.htm)
Academic Conduct

Exercising personal freedom is an appealing part of college life. In order to create an atmosphere where individual expression and social interchange are both respected, please observe the following: (1) address each other with respect, (2) contribute to discussions, and (3) stay focused on the topic being discussed. Mute your cell phones, and respect your classmates, do not use them in class, unless you have an emergency. I also ask that you treat your classmates with respect in discussions. If you are disrupting our discussion, I will have to ask you to leave.

Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php

Equal Opportunity Statement

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

Affirmative Action Statement

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

Students, please carefully review the following information at this link:

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

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

Program Selection

College of Social Sciences
Bachelor of Science with a Major in Anthropology
Program Name: Bachelor of Science
Degree Name: Anthropology

Program Name: Bachelor of Science with a Major in Anthropology
Program Object: Bachelor of Science with a Major in Anthropology
Program Location: On Campus
Degree Level: Undergraduate

Rational

This modification is an update that allows the major to keep up with course deletions and additions.

Modification Details

ANTH (Anthropology options):
- Delete: 3104, 3110, 3112, 4117, 4119
- Add: 4130, 4131, 4202, 4203, 4204 (pending), 4205 (pending)
- Keep: 4131

ANTC (Cultural Anthropology options):
- Delete: 3180
- Add: 4130, 4131, 4170
- Keep: 3184, 4131, 4144, 4155, 4170

ANTP (Physical Anthropology options):
- Delete: 3106
- Add: 3150
- Keep: 4125, 4150, 4165

The new major form has been attached.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACB substantive change? NO (See Policy)
Present or Projected Annual Enrollment: 100

Comments

College Approvals

Cross Listing Approvals
## Learning Outcomes

Students completing the B.S. degree with a major in Anthropology should be able:

- apply critical thinking skills through the use of anthropological methods,
- demonstrate a broad base of anthropological knowledge,
- recognize the diversity of cultural practices through time and space,
- demonstrate oral and written communication skills, and
- apply anthropological knowledge through research in Anthropology.

## B.S. Degree with a Major in Anthropology

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Areas A through E (see pages 122-28 of Undergraduate Catalog)</td>
</tr>
<tr>
<td>Core Area F, Major Specific Courses</td>
</tr>
<tr>
<td>ANTH 1102 (Introduction to Anthropology)</td>
</tr>
<tr>
<td>Choose two: ANTH 2001; ANTH 2002; ANTH 2003</td>
</tr>
<tr>
<td>Remaining Hours selected from:</td>
</tr>
<tr>
<td>1000 or 2000-level courses from Anthropology, Biology, Computer Science, Economics, Foreign Language, Geography, Geology, History, Sociology, Political Science, Mathematics, Philosophy, Psychology, Statistics (no more than three of these hours may be ANTH)</td>
</tr>
</tbody>
</table>

### Requirements for the Major

**Major Courses Required**

|Anthropological Thought (ANTH 4100) | 3 |
|Archaeology |  |
|Choose 1: (ANTH 4120; ANTH 4181, ANTH 4201; ANTH 4202; ANTH 4203; ANTH 4204, 4205) | 3 |
|Linguistics (ANTH 4173-Language and Culture) | 3 |
|Physical Anthropology (ANTH 3110; ANTH 4125 |  |
|ANTH 4150; ANTH 4165 | 3 |

**Cultural Anthropology**

|Choose 1: (ANTH 3170; ANTH 3186; ANTH 4130; ANTH 4132; ANTH 4134; ANTH 4144; ANTH 4155; ANTH 4170) | 3 |

**Methods Course**

|Choose 1: (ANTH 3188; ANTH 4102; ANTH 3250) | 4 |
|Anthropology Capstone (ANTH 4184) | 1 |
|Anthropology Upper Division Electives Numbered 3000 or higher | 9 |

**Minor or Electives (12 of these hours must be at or above the 3000 level)**

**TOTAL**

| 120 |

## Requirements for a Minor in Anthropology

Students with majors in other disciplines may complete a Minor in Anthropology. Anthropology Minor requires 18 hours of Anthropology courses distributed among the following: ANTH 1102; either ANTH 2001 or 2002 or 2003; and 12 hours at the 3000-4000 level.

No more than 4 individualized study hours (Anth 4186-Internship, Anth 4881-Independent Study, Anth 4900-Directed Reading) count toward the B.S. in Anthropology.
Program View Request (Read-Only)

Originator
College of Social Sciences ▼ Criminology Department ▼ Johnson, Mike ▼
College ▼ Department ▼ Originator ▼

Action ▼ Modify ▼ Reactivate ▼ Terminate ▼ Reactivate ▼
Modifications ▼ Program Name ▼ Program Description ▼ Degree Name ▼ See Modification Details ▼ Senate Action Item ▼

Program Selection
College of Social Sciences ▼ Bachelor of Science with a Major in Criminology ▼
College ▼ Program ▼
Bachelor of Science with a Major in Criminology ▼
Program Name ▼

Degree Name ▼
Fall ▼ 2015 ▼
Effective Semester/Year ▼

Rationale
1) Delete lower division social science courses requirement (ANTH 1102, PSYC 1101, or SOCI 1160) and move the units to 4/5 lower division (2000) Criminology courses.

2) Update Non-Criminology Supporting Courses (Shared with Minor) to include CRIM courses as another option to complete this section.

Planning Info
Library Resources are Adequate ▼

Is this a SACS substantive change? NO ▼

Library Resources Need Enhancement ▼

Present or Projected Annual Enrollment: 500

Comments

College Approvals ▼

Cross Listing Approvals ▼

https://apps01.westga.edu/catalog/content/pgm info view.php?doc id=141... 1/21/2015
B.S. Degree with a Major in Criminology

To be admitted into the B.S. program in Criminology, students must first complete Core Areas A-E with a GPA of 2.0. To graduate with a degree from this program students MUST receive a grade of "C" or better in CRIM 3240, CRIM 4284, CRIM 4000 and CRIM 4003. The B.S. in Criminology is also offered online.

Learning Outcomes for Criminology Students

- Knowledge of the main theories in criminology that offer various ways of understanding why people commit crime.
- Knowledge of the basic research methods in the social sciences.
- Knowledge of career options in criminology/criminal justice, including the pursuit of advanced degrees.

**Requirement**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Areas A, B, C, D, E on page 105</td>
<td>42</td>
</tr>
<tr>
<td>Core Area F – Major Specific Courses</td>
<td>18</td>
</tr>
<tr>
<td>CRIM 1100</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 2000 and one of the following: ANTH 1102, PSYC 1101, SOCI 1160</td>
<td>36</td>
</tr>
<tr>
<td>Three Four of the following: CRIM 2245, CRIM 2272, CRIM 2273, CRIM 2274, CRIM 2275</td>
<td>129</td>
</tr>
<tr>
<td>Major Courses: CRIM 4000, CRIM 3240, CRIM 4284</td>
<td>9</td>
</tr>
<tr>
<td>CRIM 4003</td>
<td>3</td>
</tr>
<tr>
<td>One course from each area below:</td>
<td>15</td>
</tr>
<tr>
<td>a. Global: CRIM 4911, CRIM 4248</td>
<td></td>
</tr>
<tr>
<td>b. Diversity: CRIM 4231, CRIM 4279, CRIM 4650</td>
<td></td>
</tr>
<tr>
<td>c. Justice: CRIM 3241, CRIM 4293, CRIM 4712, CRIM 4277</td>
<td></td>
</tr>
<tr>
<td>d. Violence: CRIM 4233, CRIM 4232, CRIM 4200</td>
<td></td>
</tr>
<tr>
<td>e. Ethics: CRIM 4230, CRIM 4211</td>
<td></td>
</tr>
<tr>
<td>Upper Division Criminology Courses</td>
<td>12</td>
</tr>
<tr>
<td>Non-Criminology Courses at Any 3000 or 4000 level course (may be shared with a minor)</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>
No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.
Addendum III
Course Update Request (Add, Delete, Modify)

<table>
<thead>
<tr>
<th>Action</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x] Add</td>
<td></td>
</tr>
<tr>
<td>[ ] Modify</td>
<td></td>
</tr>
<tr>
<td>[ ] Delete</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Description</td>
</tr>
</tbody>
</table>

**Course Details**

**SEED 7860**  
Contemporary Issues in Secondary Education

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public secondary schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

**Course Catalog Description**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>3.00</th>
<th></th>
<th>3.00</th>
<th>Spring 2015</th>
<th>Yearly</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td></td>
<td>Lab</td>
<td></td>
<td>Effective Term</td>
<td>Frequency</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites**

**Corequisites**

**Rationale**

SEED 7860 is being added for use at the MEd level as a new program requirement. This course is aligned with the MEd program goals (NBPTS) as outlined in T#30 for SACS and CAEP. The key assessment deals with NBPTS and the correlation with the question on Comprehensive Exams that deals with trends and issues, which is one-third of the Comprehensive Exam score. This course will also be listed as an elective choice for the SEED MAT program.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? **NO**  
(See Policy)  
Present or Projected Annual Enrollment: 26

**Comments**
COURSE DESCRIPTION

This course is designed to guide 21st Century teachers in developing perspectives on the influences that affect public secondary schools. Educational problems, trends, and issues will be identified and addressed, especially as they relate to students, teachers, school systems, and American society as a whole.

CONCEPTUAL FRAMEWORK

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

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

APPROACHES TO INSTRUCTION

Insert the various pedagogical methods you will draw upon for this class (e.g. interactive technology, guest speakers, small group discussion, case studies, etc.)

Insert the information in quotation marks for all classes with an online component (removing the information in parentheses and inserting the percentages applicable to your class in the blanks). A calendar to calculate the minutes based on the percentage the course is online may be found at http://uwgonline.westga.edu/minutes-calculator.php

This course will be delivered approximately 95% online. This requires the equivalent of 2138 minutes of instruction (seat-time) and an additional 4275 minutes of supporting activities online or on your own. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts and reflections</td>
<td>2000 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>275 minutes</td>
</tr>
<tr>
<td>Written assignments</td>
<td>2000 minutes</td>
</tr>
<tr>
<td>Independent work</td>
<td>1898 minutes</td>
</tr>
<tr>
<td>Seat Work</td>
<td>240 minutes</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES

Students will:

1. investigate the philosophical foundations of secondary education as a means to ground contemporary issues
   (Dewey, 1938; Evers, 2010; Ornstein, Pajak & Ornstein, 2011);
   (Leading, Culturally Sensitive, Knowledgeable, Reflective; NBPTS 1-5)

2. review social, political, pedagogical, and subject matter issues and explore how these impact secondary education
   (Greene, 1995; Evers, 2010; Ornstein, Pajak & Ornstein, 2011);
   (Decisive, Leading, Adaptive, Culturally Sensitive, Knowledgeable, Reflective; NBPTS 1-5)

3. investigate and prepare to discuss/debate from multiple perspectives issues that affect secondary education
   (Evans, 2002; Kauchak & Eggen, 2003; Kellough, 1994; Mazurek, Winzer and Majorek, 2000; Wilen, Bosse, Hutchison & Kindsvatter, 2003);
   (Decision Makers; Culturally Sensitive; Reflective; NBPTS 1-5; NCSS 1-5)

4. research a controversial issue from the past and relate it to present arguments over curriculum, (various journals);
   (Adaptive; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 1-5; NCSS 1-5)

5. explore instructional practices which are conducive to student learning in the secondary schools; investigate research on successful practice; and, postulate why these ideas may or may not be implemented
   (Evans, 2002; Kauchak & Eggen, 2003; Kellough, 1994; Mazurek, Winzer and Majorek, 2000; Wilen, Bosse, Hutchison & Kindsvatter, 2003);
   (Lifelong Learners; Knowledgeable; Reflective; NBPTS 1-5; NCSS 1-5)

6. denote the relationship of secondary school issues to students’ varying needs
   (Banks & Banks, 2010; Evers, 2010; Chen, Moran & Gardner, 2010; Ornstein, Pajak & Ornstein, 2011).
   (Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; NBPTS 1, 2, 3, 4, 5)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments

1. Attendance and Participation: Attendance at one face-to-face meeting, at all online discussions, and on the two Google Hangouts is expected. The following rubric describes how this grade will be calculated: (100 points) Calculated in Gradebook.

<table>
<thead>
<tr>
<th></th>
<th>1-20</th>
<th>21-40</th>
<th>41-60</th>
<th>61-80</th>
<th>81-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate, but attended.</td>
<td>Attend and participated, but did not express multiple perspectives.</td>
<td>Attended and participated, but lacked knowledge of reading.</td>
<td>Attended and participated with own opinion</td>
<td>Attended and participated at a level of conversation that demonstrated mastery of the reading, as well as personal opinions.</td>
<td></td>
</tr>
</tbody>
</table>
2. **Key Assessment for all M. Ed. Candidates.** Using the [National Board of Professional Teaching Standards' Propositions](http://www.nbpts.org/sites/default/files/documents/certificates/what_teachers_should_know.pdf), write a paper, approximately 10 pages in length, describing how you exemplify each of the five. Be sure to read the entire document. If you do, you should have no problem writing about how you are the kind of teacher that is an example of these five propositions. More information will be provided in the face-to-face (F2F) meeting. This should be loaded to Tk20 in your portfolio there. The rubric for grading is also there. *(100 points)* *(Course Objectives 1-6)*

3. **Discussion Boards.** Follow the guidelines in D2L. *(420 points)* *(Course Objectives 1-6)*

4. **Google Hangouts.** There are two of these. Follow the directions listed in D2L for each one. More about Hangouts in the initial meeting. One will be a simulation of a debate with each of you assigned a different perspective. The other one focuses on technology and its impact on your school. What is working and what is not. *(200 points)* *(Course Objectives 2, 3, 4)*

5. **Final:** There will be no test. The final is a Retrospective Paper. The instructions will be posted on Course Den. *(200 points)* *(Course Objectives 1-6)*

6. **Optional Assignments: You must do four of the six!** *(200 points)* *(Course Objectives 1-6).*

    **Philosophy Paper** -- Write your philosophy of classroom communication and decision-making in a paper of 2-5 pages. *(50 points). Deposit in Dropbox.*

    **Interview** -- Interview someone who has taught or attended secondary school in another country. Prepare a list of questions (6-8) to ask. On your conversation, probe to find out what methods were used to teach in the other culture. Summarize your conversation in a brief (1-3 page) paper. *(50 points). Deposit in Dropbox.*

    **Standards Paper** -- Imagine that there were no state standards and no textbooks. Outline how one of your courses would be designed. There will be a high stakes test at the end of the year. *(50 points). Deposit in Dropbox.*

    **Metaphor Paper** -- Design a metaphor for today’s multicultural society. Once, in the 1920’s Israel Zangwill called us a “melting pot.” That is inadequate today. In his play, everyone was “Americanized.” They changed their names, their language, their clothing, their cultural practices, e.g., what they ate, so that they looked like “Americans.” Develop a paper (2-3 paragraphs) describing a metaphor for our diverse society. *(50 points). Deposit in Dropbox.*

    **Strategy** -- Choose a strategy from your classroom curriculum. Describe it briefly. How could you add moral or character education activities to embellish it to reflect knowledge, skills, and dispositions? *(50 points). Deposit in Dropbox.*

    **Tracking** -- Write a 3-5 page paper on tracking. Describe how it is used in schools and discuss pros and cons per your literature review. *(50 points). Deposit in Dropbox.*
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>NBPTS Paper (Key Assessment) (Tk20)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>420</td>
<td></td>
</tr>
<tr>
<td>Google Hangouts</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Retrospective Paper</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Philosophy Paper</td>
<td>50</td>
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<tr>
<td>Interview</td>
<td>50</td>
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<tr>
<td>Standards Paper</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Metaphor Paper</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Strategy/Tracking Paper</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Procedures:**

- Attendance 100 points
- NBPTS Paper 100 points
- Discussion Boards 420 points
- Google Hangouts 200 points
- Retrospective Paper 200 points
- **Optional Papers** 200 points
- Philosophy Paper
- Interview
- Standards
- Metaphor
- Strategy
- Tracking

**TOTAL** 1220 points

**Grading Policy:**

- A = 90-100
- B = 80-89
- C = 70-79
- F = below 70

**CLASS OUTLINE**

More detailed instructions are provided by each assignment in D2L, as well as a collection of rubrics for all of the assignments.
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

Attendance: Attendance is expected.

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

Extra Credit: There is no extra credit.

Professional Conduct: Describe class, departmental or personal policy regarding expectations for professional conduct.
**Course Update Request (Add, Delete, Modify)**

<table>
<thead>
<tr>
<th>Action</th>
<th>Modifictions</th>
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<tbody>
<tr>
<td>Add</td>
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<tr>
<td>Prerequisites</td>
<td>Description</td>
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<tr>
<td><strong>EDLE 3305</strong></td>
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<td>Prefix Number</td>
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Students study and apply principles of effective operations and performance management in K-12 schools. Using ethical principles and professional norms as the conceptual framework, students explore efficient and effective organizational functions in personnel management, safety and emergency preparedness, administration of resources, and the use of technology to improve operations. Students will demonstrate proficiency by completing performance-based tasks.

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<tr>
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<tr>
<th>Rationale</th>
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<th>Planning Info</th>
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<tbody>
<tr>
<td>Literary Resources are Adequate</td>
</tr>
<tr>
<td>Library Resources Need Enhancement</td>
</tr>
</tbody>
</table>

*Is this a SACS substantive change? NO*  
(See Policy)  
Present or Projected Annual Enrollment: 40

**Comments**
The current [TEXT REDACTED] degree and certification program does not adequately address all of the Educational Leadership Standards. Based on our curricular mapping, we believe that by dividing the three current 6 credit residency courses (EDLE 0301, 0302, & 0303) into six three-credit courses is the best way to ensure we address all standards deeply. The current six credit residency course requires students to both learn multiple standards and to practice them in a lab setting. The credit is that some standards are not taught or are taught only superficially. Currently, new Educational Leadership Standards are being developed. The outcome will result in additional standards, which magnifies the need to make the proposed changes. The proposed new courses and revisions are based on the new standards.

Another advantage of the change of splitting the 6 credit course into two 3 credit courses is that more UM students will be able to take EDLE courses. Currently, only EDLE students interested in Georgia certification can take these courses. This should improve credit hour production.

This proposed new course (EDLE 0305) takes content and field experiences from the current Residency Courses (EDLE 0301, 0302, & 0303) and better defines what is taught when.

<table>
<thead>
<tr>
<th>College Approvals</th>
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<tbody>
<tr>
<td><strong>Frank Betts</strong></td>
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<tr>
<td>Chair, Course Department</td>
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<tr>
<td>[APPROVED 2014-11-20]</td>
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<tr>
<td><strong>Susan Walsh</strong></td>
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<td>Chair, Graduate Programs Committee</td>
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<tbody>
<tr>
<td><strong>Myrna Gantner</strong></td>
</tr>
<tr>
<td>Final Approver</td>
</tr>
<tr>
<td>[REQUIRED]</td>
</tr>
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</table>
Residency Course: Effective Management to Promote Student Learning
EDLE 8305

Credit Hours 3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone Direct Line:
Department Line:

Email

Online Support

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

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

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

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

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

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

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

University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION
Students study and apply principles of effective operations and performance management in K-12 schools. Using ethical principles and professional norms as the conceptual framework, students explore efficient and effective organizational functions in personnel management, safety and emergency preparedness, administration of resources, and the use of technology to improve operations. Students will demonstrate proficiency by completing performance-based tasks.

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

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

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

APPROACHES TO INSTRUCTION
This course includes a combination of synchronous and asynchronous online learning strategies. In all instances, theory and practice will be blended to create the most authentic learning experiences possible. I will employ case studies, projects, small group discussions, discussion boards, and large group discussions.

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>750 minutes</td>
</tr>
<tr>
<td>Audio/video/live instruction</td>
<td>750 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>750 minutes</td>
</tr>
</tbody>
</table>

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

Students will:

1. Understand and practice effective principles in human resources management, including recruiting, hiring, supporting, and retaining high performing teachers (Clement, 2009; Koenigsknecht, 2004; Rebore, 2014); (ISLLC Standard 2; FE 3)

2. Practice, model, and demonstrate legal and ethical behavior and valid systems of performance management (Buskey & Pitts, 2009; Fullan, 2003; Georgia Code of Ethics, 2014; Starratt, 2009); (ISLLC Standard 9; FE 8)

3. Appraise and develop school safety and emergency preparedness policies and procedures (Guide for Developing High-Quality School Emergency Operations Plans, 2013; School Safety Assessment 2014); (ISLLC Standard 8; FE 9)

4. Review and evaluate school processes and operations to ensure impact, efficiency, safety, and effective use of resources (Guide for Developing High-Quality School Emergency Operations Plans, 2013; School Safety Assessment 2014); (ISLLC Standard 8; FE 10)

5. Effectively communicate and advocate within the larger political, legal, and economic contexts (Fullan, 2003); and (ISLLC Standards 1, 7, 8, 9; FE 14)

6. Uses technology and other tools to collect data to identify goals, assess organizational effectiveness, and promote organizational operations to advance student learning (ISTE, 2014); (ISLLC Standard 1; FE 10).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)  None

Suggested Text(s)  None

Required Instructional Resource:  Tk20 Subscription

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

Course References

Kappan, 91(3), 57-61.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING Assignments
All assignments are developed fully on Course Den, including learning objectives and scoring rubrics.

1) Develop a comprehensive safety and emergency preparedness plan for your school setting. (Course Objectives 3, 4; FE 9) 350 of 1000 points

2) Complete a review of teacher recruitment, induction, and retention outcomes in your district. Prepare a report for your supervisor and other relevant stakeholders. (Course Objectives 1, 2; FE 3) 150 of 1000 points

3) Complete a self-assessment reflection to share with your supervisor which demonstrates your openness, transparency, and ethical behavior as you promote the success and well-being of every student. (Course Objectives 2, 5; FE 8) 100 of 1000 points

4) Complete an analysis of your school’s operational procedures. Offer commendations and suggestions as per the posted assignment sheet, including areas of strength and opportunities using technology. (Course Objective 4; FE 9, 10) 200 of 1000 points

5) Course Discussions and Case Studies. Students will complete case studies and discussions as listed in the Course Den modules. (Course Objectives 1-5; FE 3, 8, 9, 10, 14) 200 of 1000 points

Evaluation Procedures

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

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

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Late Work: Assignments submitted after the due date will be penalized twenty-five percent (25%). Failure to submit an assignment or presentation will result in a zero grade for the assignment.

Professional Conduct: Each student is expected to act in a professional manner. This is an essential quality for all individuals who will be working in schools. 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

☐ An actively engaged instructor

☐ Turning in assignments on time

☐ Arriving and leaving online classes at the prescribed times

☐ Treating classmates, colleagues, and the instructor with respect in and out of the class

☐ Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses.

The learning community will review this list and adjust as needed.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. Please check D2L email each day for updates.

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

CLASS OUTLINE

The class outline will be posted on Course Den.
### Program View Request (Read-Only)

**Originator**

- College of Education
- Leadership and Instruction
- Hazel, Robyn

**Program Selection**

- College of Education
- Master of Education with a Major in Secondary Education

- Program Name: Master of Education with a Major in Secondary Education
- Program Location: On Campus
- Graduation Level: Graduate
- Degree Name: Master of Education
- Degree Level: Spring 2016

**Modification Details**

Course requirement modifications are detailed on the attached document, which contains the proposed program sheet, a rationale explaining each change, and the current program sheet.

**Rationale**

Courses requirements have been modified to reflect more courses that are 15-100% online and that are more relevant to teaching in the 21st century, especially in regard to modern technological issues in education and assessment-driven policies and practices. Refer to page 3 of the attached document for additional rationale details.

**Planning Info**

- Literary Resources are Adequate
- Library Resources Need Enhancement (See Policy)
- Present or Projected Annual Enrollment: 28

**Comments**

See attached document
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Butt</td>
<td>Chair, Course Department</td>
</tr>
<tr>
<td>Rebecca Stanard</td>
<td>[APPROVED 2014-10-22] Associate Dean, College of Education</td>
</tr>
<tr>
<td></td>
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<td>Other Approvals</td>
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<tr>
<td>Susan Welch</td>
<td>Chair, Graduate Programs Committee</td>
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<td>[APPROVED 2016-01-16]</td>
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<tr>
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<td>[REQUIRED]</td>
</tr>
<tr>
<td></td>
<td>Final Approver</td>
</tr>
</tbody>
</table>
MASTER OF EDUCATION
SECONDARY EDUCATION
ADVISEMENT SHEET

Name: __________________________________ ID# 917

Home Telephone: ____________________________ Advisor: ____________________________

Permanent Address: ____________________________________________

Work/Campus Address: __________________________________________

Telephone: ____________________________ FAX: ____________________________ Email: ____________________________

Work Phone: ____________________________ Initial Assessment Date: ____________________________

Undergraduate Degree/Major: ____________________________________________

Colleges and Dates Previously Attended: ____________________________________________

Present Certification (Field and Level): ____________________________________________

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<tr>
<th>ADMISSION REQUIREMENTS</th>
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<tr>
<td>Undergraduate Degree with 2.7 GPA</td>
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<tr>
<td>Teaching Certificate</td>
<td>Dept. Comprehensive Exam</td>
</tr>
<tr>
<td>Date Admitted to Graduate Studies</td>
<td>Application for Graduation</td>
</tr>
</tbody>
</table>

Certification Note: Visit the “Ga. Professional Standards Commission’s new Certificate Upgrade Advisor” at http://www.gapsc.com/commission/policies_guidelines/UpgradeUtility/Upgrade_Initial.aspx to find out which degree programs at UWG qualify you for a pay increase.

Program Notes

- Content courses must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor. Content pedagogy courses with a SEED prefix and a focus in the area of certification may be used to satisfy this requirement.
- Admission to this program requires a Level 4 Secondary clear professional teaching certificate.
- If not taken earlier, either SPED 3715 The Inclusive Classroom: Differentiating Instruction or SPED 6706 Special Education in the Regular Classroom must be completed to meet Georgia certification requirements.
- It is the student’s responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
- With the advisor’s permission, up to nine semester hours of credit may be transferred from an accredited institution. Transfer credit must carry at least a grade of B. The suitability of the course for transfer is the decision of the advisor.
- Students must meet all requirements imposed by the Office of Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
- Students will be required to take a comprehensive examination or complete a comprehensive activity.
- Students are required to purchase a TK20 account, where all relevant course and program assessment information will be stored.

Revised Fall 2014
### MASTER OF EDUCATION
### SECONDARY EDUCATION
### PLAN OF STUDY

Name: ___________________________  ID#: 917-_____________________

<table>
<thead>
<tr>
<th>PLAN OF STUDY</th>
<th>HRS.</th>
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<tr>
<td><strong>Professional Education</strong></td>
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<td>Content Choices</td>
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<tr>
<td>1. CEPD 6101 Psychology of Classroom Learning *</td>
<td>3</td>
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<td>2. SEED 7500 Diverse Classrooms in a Pluralistic Society *</td>
<td>3</td>
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<tr>
<td>3. SEED 7560 Contemporary Issues in Secondary Education *</td>
<td>3</td>
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<tr>
<td>4. CURR 6575 Curriculum Trends and Issues *</td>
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<tr>
<td>5. EDLE 6341 Using Data to Improve the School *</td>
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<tr>
<td><strong>Content Specialization</strong></td>
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<tr>
<td>1. SEED 7265 Advanced Instructional Strategies for the 21st Century Classroom *</td>
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<td>4.</td>
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<td><strong>Research</strong></td>
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<td>1. EDRS 6342 School and Classroom Assessment *</td>
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<td><strong>Comprehensive Examination</strong></td>
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<tr>
<td>1. SEED 7200 Comprehensive Exam for the MEd Program **</td>
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<td><strong>Total Program</strong></td>
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</table>

* These courses are taught 95-100% online.
** SEED 7200 is taken during the final semester of the program.

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: ___________________________  DATE: __________

ADVISOR SIGNATURE: ___________________________  DATE: __________

DEPARTMENT CHAIR SIGNATURE: ___________________________  DATE: __________

Revised Fall 2014
Professional Education
1. This line item (CEPD 6101) remains unchanged.
2. Courses in this line item that have never been offered online are being eliminated to promote a program that appeals to distance students. Additionally, requiring SEED 7500 is a critical component for supporting the diversity of today’s classrooms.
3. SEED 7560 Contemporary Issues in Secondary Education is a new course (revised from the former 8260 in the deactivated EdS program) for use at the MEd level; the title, course description, and objectives have also been changed to reflect updated course content. This course is aligned with the MEd program goals (NBPTS) as outlined in Tk20 for SACS and CAEP. The key assessment of this course deals with NBPTS and the correlation with the question on Comprehensive Exams that deals with trends and issues, which is one-third of the Comprehensive Exam score. This course will also be listed as an elective choice for MAT students. Refer to the specific course change request for more details.
4. CURR 6575 is a newly established COE course designed to streamline curriculum course offerings across MEd programs and is replacing SEED 7271 as a requirement.
5. EDLE 6341 is an existing course and is being added to this program due to the current trend in data-driven policies that affect public schools. This is a more valuable element to the program than an elective because it provides content applicable toward a Teacher Leader Endorsement for the Georgia Tier 4 teaching certificate, effective July 1, 2015.

Content Specialization
1. SEED 7265 is a proposed new course. The Advanced Instructional Strategies courses that have subject-specific titles are being replaced by this combined course to streamline best-practice approaches to teaching. This course will also be listed as an elective choice for MAT students. Refer to the specific course add request for more details.

Research
1. EDRS 6342 is being added to this program as a replacement for the former research course requirements because it better fits the needs of teachers due to the current trend in data-driven public school classrooms and because it provides content applicable toward a Teacher Leader Endorsement for the Georgia Tier 4 teaching certificate, effective July 1, 2015.

Comprehensive Exam
1. This newly established 0-credit course is being added to the program sheet to ensure that all MEd students are aware of the comprehensive exam component and to formalize this long-standing program requirement.
MASTER OF EDUCATION  
SECONDARY EDUCATION  
ADVISEMENT SHEET

Name: ___________________________  ID#  917

Home Telephone: ___________________  Advisor: _______________________

Permanent Address: ________________________________

Work/Campus Address: _______________________________

Telephone: ______________________  FAX: ___________________________  Email: _______________________

Work Phone: ______________________  Initial Assessment Date: _______________________

Undergraduate Degree/Major: _______________________________________________________

Colleges and Dates Previously Attended: _____________________________________________

Present Certification (Field and Level): ____________________________________________

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<tr>
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</tr>
</tbody>
</table>


Program Notes:

- Content courses must be taken in the area of certification. Advanced Instructional Strategies must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor.
- Admission to this program requires a Level 4 Secondary clear professional teaching certificate.
- If not taken earlier, SPED 2706, Introduction to Special Education, must be completed to meet Georgia certification requirements.
- It is the student’s responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
- With the advisor’s permission, up to nine semester hours of credit may be transferred from an accredited institution. Transfer credit must carry at least a grade of B. The suitability of the course for transfer is the decision of the advisor.
- Students must meet all requirements imposed by the Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
- Student will be required to take a comprehensive examination or complete a comprehensive activity.
- Student is required to purchase a TK20 account, where all relevant course information will be stored.

Revised May, 2013
# MASTER OF EDUCATION
## SECONDARY EDUCATION
### PLAN OF STUDY

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<tr>
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<tr>
<td>2. EDFD 7303 Culture &amp; Society in Ed (or)</td>
<td>3</td>
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<td></td>
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<tr>
<td>EDFD 7305 History of American Ed (or)</td>
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<tr>
<td>EDFD 7307 Critical Issues in Ed (or)</td>
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<td>EDFD 7309 Philosophical Found of Ed (or)</td>
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<td>3. SEED 7261 Advanced Instructional Strategies for English Ed (or)</td>
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<td>SEED 7262 Advanced Instructional Strategies for Social Studies Ed (or)</td>
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<td>SEED 7263 Advanced Instructional Strategies for Science Ed (or)</td>
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<td>SEED 7264 Advanced Instructional Strategies for Mathematics Ed</td>
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<td>4. SEED 7271 Advanced Study of the Secondary School Curriculum</td>
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<td>5. Elective (as approved by advisor)</td>
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<tr>
<td><strong>Content Specialization</strong></td>
<td><strong>12</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>3</td>
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<tr>
<td>2.</td>
<td>3</td>
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<td>3.</td>
<td>3</td>
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<tr>
<td>4</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Research</strong></td>
<td><strong>3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. EDRS 6301 Research in Education (or)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRS 6302 Research Methods in Ed Studies</td>
<td>3</td>
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<td></td>
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<tr>
<td><strong>Total Program</strong></td>
<td><strong>30</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: ____________________________ DATE: __________

ADVISOR SIGNATURE: ____________________________ DATE: __________

DEPARTMENT CHAIR SIGNATURE: ____________________________ DATE: __________

Revised May, 2013
1. Change current 36 credit requirement to 30 credits for the MS degree.

2. Reduce required courses to 3 and elective to 7 courses for both options.
   Remove MATH 6203 from Applied option and remove MATH 4043 from Teaching option. Students can take these courses as electives and we plan to offer these on a regular basis. See the attached for detail.

Rationale:
1. One reason for the proposed changes is that most mathematics graduate programs in the area have 30 credit hour requirements. See the attached for detail.
2. Students will still be learning the necessary subject matter. In fact, we are still going to offer MATH 6203 and MATH 6243 on a regular basis. The math department has been offering 3 graduate courses during each of fall and spring semesters and 2 for the summer. Once we reduce the number of credit hour requirements from 36 to 30, students can graduate in 4 semesters including summer. We will offer every required course within 4 semesters. Since we are accepting graduate students into the program every semester, in order to allow the students to graduate on time, we have been forced to offer more independent courses than desirable because of the 36 hour requirement; the number of independent studies will be reduced to 0 for most of the students with the new 2-year course cycle and the 30 hour requirement.
Proposed Changes of DEGREE REQUIREMENTS

Change current 36 credit requirement to 30 credits for the MS degree
Reduce required courses to 3 and elective to 7 courses for both options.
Remove MATH 6203 from Applied option and remove MATH 6043 from Teaching
option. Students can take these courses as electives and we plan to offer these on a
regular basis.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses for Applied Option</td>
<td>12-9</td>
</tr>
<tr>
<td>MATH 6203 Applied Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6253 Mathematical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6263 Mathematical Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6363 Theory of Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Required Courses for Teaching Option</td>
<td>12-9</td>
</tr>
<tr>
<td>MATH 6043 Topics in Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6233 Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6253 Mathematical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6413 Advanced Modern Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Choose 8-7 courses)</td>
<td>24-21</td>
</tr>
<tr>
<td>Total Program</td>
<td>36-30</td>
</tr>
</tbody>
</table>

Rationale: The reason for the proposed changes is that most mathematics graduate
programs in the area have 30 credit hour requirements.

1. Emory: MS in Mathematics or Applied Mathematics, 30 credit hours or 24 credit
   hours plus thesis

http://mathcs.emory.edu/programs-grad/deg-math-ms.php

2. Georgia Institute of Technology: MS in Mathematics, 30 credit hours including at
   most 9 hours for thesis

http://www.math.gatech.edu/academics/graduate/ms-mathematics

http://www.catalog.gatech.edu/students/grad/masters/programofstudy.php

3. Georgia State University: MS in Mathematics, 30 hours: 24 credit hours plus 6
   hours for thesis

http://www.mathstat.gsu.edu/Media/Images/MATH/catalog.pdf
4. University of Tennessee: MS in Applied Math. and Master of Math: 30 credit hours

http://www.math.utk.edu/grad/appmath.pdf

5. Auburn University: MS in Math or MS in Applied Math, 30 credit hours

http://www.auburn.edu/academic/cosam/departments/math/grad/current/plan-of-study.htm

6. University of Alabama: MA in Pure/Applied Mathematics, 30 hours: 24 credit hours plus 6 hours for thesis or 27 hours plus 3 hours for non-thesis project

http://math.ua.edu/graduate-program/masters-program/

7. University of Alabama Birmingham: MS in Mathematics: 30 hours or 24 credit hours plus 6 hours for thesis

http://www.uab.edu/cas/mathematics/masters-program/degree-requirements

8. University of Georgia:
   a. The Master of Applied Mathematical Science Program: 33 credit hours including at most 9 hours for technical report
   b. The Master of Arts in Mathematics: 33 credit hours or 30 credit hours plus thesis

http://www.math.uga.edu/graduate/GRADUATEGUIDEBOOK.htm#TheMasterofArtsProgram
Master of Science in Mathematics
DEGREE REQUIREMENTS

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

Required Courses (9 semester hours)
Electives: (21 semester hours)

Comprehensive Examination
Each candidate for the Concentration in Teaching must perform satisfactorily on a final comprehensive examination.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>9</td>
</tr>
<tr>
<td>MATH 6233 Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6253 Mathematical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6413 Advanced Modern Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Choose 8)</td>
<td>21</td>
</tr>
<tr>
<td>MATH 6003 Dynamical Systems and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6043 Topics in Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6103 Discrete Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6203 Applied Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6213 Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6263 Mathematical Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6303 Introduction to Mathematical Control Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6363 Theory of Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6403 Signal processing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6423 Advanced Modern Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6473 Combinatorial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6483 Theory of Graphs</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6503 Numerical Methods in Applied Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6513 Applied Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6613 Inverse Problems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6733 Research in Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6743 Advanced Perspectives on Secondary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6903 Bio-Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6982 Directed Readings</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Program</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Applied Mathematics Option

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

**Required Courses** (9 semester hours)

**Electives:** (21 semester hours)

**Comprehensive Examination**

Each candidate for the Concentration in Applied Mathematics must perform satisfactorily on a final comprehensive examination.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Mathematics Courses</td>
<td>9</td>
</tr>
<tr>
<td>MATH 6253 Mathematical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6263 Mathematical Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6363 Theory of Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Choose 8)</td>
<td>21</td>
</tr>
<tr>
<td>MATH 6003 Dynamical Systems and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6043 Topics in Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6103 Discrete Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6203 Applied Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6213 Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6233 Geometry</td>
<td>3</td>
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<tr>
<td>MATH 6303 Introduction to Mathematical Control Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6403 Signal processing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6413 Advanced Modern Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6423 Advanced Modern Algebra II</td>
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<tr>
<td>MATH 6473 Combinatorial Analysis</td>
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<td>MATH 6483 Theory of Graph</td>
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<tr>
<td>MATH 6503 Numerical Methods in Applied Mathematics</td>
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<tr>
<td>MATH 6743 Advanced Perspectives on Secondary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6903 Bio-Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6982 Directed Readings</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6983 Graduate Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Program** 30
Addendum IV
Section 2. Faculty Senate Organization

A. Composition of the Senate (Revised March 12, 2010)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;

2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;

3. Chair of the Senate;

4. Chair-Elect of the Senate, an ex-officio (nonvoting) member;

5. Past Chair of the Senate, an ex-officio (nonvoting) member;

6. Duly elected senators, apportioned to each college, the School of Nursing and the Library, such that the number of senators allocated to each unit shall equal 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college elects one senator and the remaining senators allocated to that college are elected at-large by the college. Should any department fail to elect a senator in an election cycle for which it has a vacancy, that vacancy will be added to the at-large pool for its college for that election.

7. Executive Secretary

B. The Chair of the Faculty Senate

With the consent of the President of the University, the Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as the representative of the University of West Georgia to the University System of Georgia Faculty Council; serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training for new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence; and mentoring the current Chair-Elect.

1. Eligibility

The Chair of the Senate must be a tenured full-time faculty member who has served in the Senate within the prior three years and who is not currently Chair or Past-Chair of the Senate.
2. Term of Office

The Chair will begin service on June 1 and serve a two-year term in office.

23. Election of the Chair of the Faculty Senate

At the March meeting of the Faculty Senate in the current Chair’s last year in office, the Senate shall nominate at least two qualified persons to stand for election as the next Chair; in April the University faculty will vote in such a fashion that the winner of the election will have received a majority of votes cast. Ballots will specifically include an option for a write-in candidate.

If the newly elected Chair-elect is currently a member of the Senate, the newly elected Chair-elect will resign his or her Senate seat (and committee assignments) before assuming the role of the Chair-Elect and will be replaced by an election within the person’s respective college or school.

3. Term of Office

The newly elected Chair of the Faculty Senate will begin service on June 1 following his or her election for a one-year term in the position of Chair-Elect of the Faculty Senate. Consecutively, he or she will automatically serve a two-year term in office as Chair of the Faculty Senate, followed by a one-year term as Past Chair of the Faculty Senate.

4. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Chair of the Faculty Senate shall receive reassigned time of one-course per semester of the equivalent. In consultation with the individual’s supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Chair’s home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

C. The Chair-Elect of the Faculty Senate

The Chair-Elect will serve as an ex officio member of the Faculty Senate for one year before taking office as Chair. While serving in the position, the Chair-Elect will learn the responsibilities of the Chair of the Faculty Senate and will be mentored by the current Chair. Responsibilities for the Chair-Elect will include the following: attend monthly Faculty Senate meetings as an ex officio member; attend occasional President’s Advisory Council (PAC) meetings; attend one state-level meeting for Faculty Senate leaders during the year. Should the Chair of the Faculty Senate be absent, the Chair-Elect shall preside. Should the position of the Chair of the Faculty Senate become vacant between elections, the Chair-Elect of the Faculty Senate shall fill the vacancy.

D. The Past Chair of the Faculty Senate
After the two year term in office, the Chair of the Senate will serve a one (1) two (2) year term as Past Chair, an ex-officio (nonvoting) member of the Senate. The Past Chair will serve on the Executive Committee of the Senate.

ED. The Executive Secretary

The Secretary of the General Faculty shall serve as the ex-officio (nonvoting) Executive Secretary of the Senate. His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate web site, and serve as a member of the Executive Committee of the Senate.