Memorandum

To: General Faculty

Date: February 24, 2016

Regarding: Agenda, Faculty Senate Meeting, February 26 at 3:00 p.m., TLC 1-203

The agenda for the February 26, 2016 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for January 29, 2016 (see Addendum I)
4. Committee reports

Committee I: Undergraduate Programs Committee (Cale Self, Chair)
Action Items (see Addendum II):

A) College of Science and Mathematics
   1) Biology Department
      a) BIOL 2022 Human Anatomy and Physiology II
         Request: Modify
      b) BIOL 2022-L Human Anatomy and Physiology II Lab
         Request: Modify
      c) BIOL 2030 Medical Microbiology
         Request: Modify

B) College of Social Sciences
   1) Sociology Department
      a) Bachelor of Science with a Major in Sociology
         Request: Modify

C) Richards College of Business
   1) Department of Economics
      a) Bachelor of Science with a Major in Economics/Secondary Education
         Request: to amend the December 4, 2015 minutes to show that this degree was approved as a deactivation; change 4-I-Information Item A-2 from “Terminate” to “Deactivate”
Information Item:

A) College of Social Sciences

1) Sociology Department

   a) Bachelor of Arts with a Major in Sociology
      Request: Terminate

Committee II: Graduate Programs Committee (Dawn McCord, Chair)

Action Items (see Addendum III):

A) College of Social Sciences

1) Political Science Department

   a) POLS 5216 Gun Policy
      Request: Add

B) Richards College of Business

1) Department of Marketing and Real Estate

   a) MKTG 5810 Social Media and Online Marketing
      Request: Add

   b) MKTG 6850 Analytical Methods in Marketing
      Request: Add

Committee III: Honors Program Committee (Mark Faucette, Chair)

Action Items (see Addenda IV and V for forms):

A) Faculty who wish to teach honors courses must make application to join the Honors College faculty using the form “Honors College Faculty Application.” These applications will be reviewed by the Honors College and the Honors Program Committee for acceptance or rejection.

B) Students who wish to convert a non-honors section of a course to an honors section must first obtain permission from the faculty member and then in co-operation with that faculty member determine the additional or different work that must be completed by the student for honors credit. Students must complete an Honors Course Conversion Form which the faculty member can then sign. Only members of the Honors College Faculty can allow students to convert their courses for honors credit.

Committee IV: Academic Policies Committee (Shelly Elman, Chair)

Action Items:

A) Hardship Withdrawal changes to the Faculty Handbook (205.01, p. 88):
   Hardship Withdrawal Policy, What is the process for receiving a hardship withdrawal?
“The student seeking a hardship withdrawal must initiate the request through either Health Services or Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. The appropriate dean has the final authority as to whether the request is granted, with any appeal limited to the Provost and Vice President of Academic Affairs. If the request is granted, the student will receive a W for each course. The Registrar’s Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

Change to:

“The student seeking a hardship withdrawal must initiate the request through either Health Services or Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. The appropriate dean or designee has the authority to grant or deny the request, with any review of that decision limited to the Provost and Vice President of Academic Affairs or designee. If the request is granted, the student will receive a W for each course. The Registrar’s Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

B) On the Hardship Withdrawal Form:

On page 2, under “Steps for Requesting a Hardship Withdrawal, step 5, the first bullet reads:

“The student may appeal to the Provost and Vice President for Academic Affairs.”

Should be changed to:

On page 2, under “Steps for Requesting a Hardship Withdrawal, step 5, the first bullet reads:

“The student may appeal to the Provost and Vice President for Academic Affairs.”
“The student may request a review by the Provost and Vice President for Academic Affairs or designee.”

On page 2, under “Steps for Requesting a Hardship Withdrawal, step 6:
“The Provost and Vice President for Academic Affairs has the final authority to grant the appeal for the Request for Hardship Withdrawal.”

Should be changed to:

“The Provost and Vice President for Academic Affairs or designee has the final authority to grant the Request for Hardship Withdrawal.

Under step 6, the bullet point reads:
“The Provost will grant or deny the appeal. If granted, the Provost’s Office will notify the Registrar of the grade change/s to W. The Provost’s Office will notify the student that the appeal was granted or denied.”

Should be changed to:

“The Provost or designee will grant or deny the request. If granted, the Provost’s Office will notify the Registrar of the grade change/s to W. The Provost’s Office will notify the student that the request was granted or denied.”

Information Item:

A) Course evaluation summaries for face-to-face courses are available online but course evaluations for online courses are not available online—the APC wonders why this is?

Committee XII: Budget Committee (Andrea Stanfield, Chair)

Information Item (see Addendum VI):

A) UWG Salary Study FAQs

Committee XIII: Rules Committee (Susan Welch, Chair)

Action Items (see Addendum VII):

A) UWG Policies and Procedures section 2E, item 1

5. Old business

6. New business

7. Announcements: Two-Time Georgia Author of the Year, Jim Grimsley, will be speaking at UWG on March 23rd at 7:00 p.m. in the Campus Center Ballroom. There is no admission fee. This program is sponsored by the University of West Georgia’s Presidential Committee on Campus Inclusion, the Center for Diversity and Inclusion, Ingram Library, West Georgia Athletics, Housing and Residence Life, and

8. Adjournment
Addendum I
January 29, 2016

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Julia Farmer, Chair, at 3:07 p.m. after a group photograph of the members was taken. Dr. Farmer asked for a motion to change the agenda on two points: 1) 4-A-1-a was withdrawn by the committee; 2) 4-D-1-b was submitted as an action item, but should be an information item.

Amended agenda approved unanimously by voice vote.

2. Roll Call

Present

Absent

3. Minutes: the minutes from the December 4, 2015 meeting were approved by unanimous consent.

Item approved unanimously by voice vote.

4. Committee reports

Committee I: Undergraduate Programs Committee (Cale Self, Chair)
Action Items (presented by Gavin Lee):

A) College of Arts and Humanities

1) Foreign Languages Department

a) FREN 1001-C
   Request: Add

b) FREN 1002-C
   Request: Add

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

c) FREN 3212
   Request: Add
Item approved unanimously by voice vote.

B) College of Education

1) Leadership and Instruction

   a) Bachelor of Science in Health and Community Wellness
      Request: Modify

Item approved unanimously by voice vote.

   b) SEED 4238
      Request: Add

   c) SEED 4238-L
      Request: Add

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

C) College of Science and Mathematics

1) Chemistry Department

   a) Bachelor of Science with a Major in Chemistry (ACS Track – Applied Chemistry, Option A)
      Request: Modify

   b) Bachelor of Science with a Major in Chemistry (Non-ACS Track – Chemistry & Chemical Engineering, Dual Degree Option)
      Request: Modify

   c) Bachelor of Science with a Major in Chemistry (Non-ACS Track – Pre-Professional Option)
      Request: Modify

   d) Bachelor of Science with a Major in Chemistry (Non-ACS Track – General Option)
      Request: Modify

   e) Bachelor of Science with a Major in Chemistry (ACS Track – Biochemistry, Option B)
      Request: Modify

   f) Bachelor of Science with a Major in Chemistry (Non-ACS Track – Secondary Education Option)
      Request: Modify

   g) Bachelor of Science with a Major in Chemistry (Non-ACS Track – Business Option)
      Request: Modify
Items a-e and g were taken together and were approved unanimously by voice vote. Item f was sent back to the Committee.

2) Physics Department

a) Bachelor of Science with a Major in Physics
   Request: Modify

Item approved unanimously by voice vote.

D) College of Social Sciences

1) Political Science Department

a) Certificate in Human Rights Advocacy
   Request: Add

Item approved unanimously by voice vote.

b) POLS 4217
   Request: Add

c) POLS 4515
   Request: Add

d) POLS 4516
   Request: Add

e) POLS 4517
   Request: Add

f) POLS 4518
   Request: Add

g) POLS 4519
   Request: Add

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

2) Sociology Department

a) SOCI 4386
   Request: Modify

Item approved unanimously by voice vote.

3) Anthropology Department

a) Certificate in Forensic Science
Request: Add

*Item approved unanimously by voice vote.*

**Information Items:**

A) College of Social Sciences

1) Bachelor of Science with a Major in Political Science
   Request: Modify

B) School of Nursing

1) Bachelor of Science in Nursing, RN to BSN
   Request: Modify

**Committee II: Graduate Programs Committee (Dawn McCord, Chair)**

**Action Items** (presented by Susan Webb):

A) College of Social Sciences

1) Political Science

   a) POLS 5217 Grant Writing for Nonprofit Organizations
      Request: Add

   *Item approved unanimously by voice vote.*

   b) Post-Baccalaureate Certificate in Nonprofit Management and Community Development
      Request: Modify

   *Item approved unanimously by voice vote.*

B) Richards College of Business

1) Management

   a) CISM 5330 Enterprise Architecture
      Request: Add

   b) CISM 5355 Cyber Security
      Request: Add

   c) CISM 5390 Business Intelligence and Data Mining
      Request: Add

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

2) Marketing and Real Estate
Item approved unanimously by voice vote.

Information Items:

A) College of Social Sciences

1) Master of Arts with a Major in Gerontology
   Request: Terminate

B) College of Education

1) Master of Arts (MAT: Special Education)
   Request: Modify

2) Specialist in Education with a Major in Special Education
   Request: Modify

Committee X: University Relations Committee (Salvador Lopez, Chair)

Information Item:

A) Capital Campaign update (Dave Fraboni)

Mr. Fraboni presented information about the Capital Campaign with the aid of PowerPoint slides. He explained that the process began with a feasibility study and then provided details from this study, such as outcomes, image findings, cases for support findings, campaign leadership findings, goal and timing findings, database potential, and case recommendations.

The goal is $50M and we are at $24M now in the flooring stage. The timeline for the campaign is Jan. 2013 through Dec. 2020. Mr. Fraboni stated that he expects UWG to be at 50-60% of the goal in the next two years. A Steering Committee (which includes Fraboni and President Marrero) meets regularly to discuss progress. The campaign is following a “top-down” process in which lead/major gifts are solicited first.

Mr. Fraboni asked the faculty to think about their former students who are incredibly successful; who do you still hear from regularly? Please let Mr. Fraboni know of 3-5 such people. He would like their correct addresses and phone numbers so his office can engage with them. His e-mail is: dfraboni@westga.edu.

In the question period following his presentation, he explained that some of the $24M are pledges and bequests. In his experience, approximately 90% of the pledges will be fulfilled.

5. Old business: none

6. New business: none
7. Announcements

A) A new Executive Secretary is to be elected this Spring; faculty, please consider nominations and send names to Dr. Farmer.

B) Budget Committee Chair Andrea Stanfield distributed a draft FAQs document regarding the Salary Study. Please read it and share with colleagues in your department. Additional questions/comments may be sent to Ms. Stanfield (astanfie@westga.edu). Ms. Stanfield agreed to send the draft to the senators for forwarding to colleagues. Dr. Marrero added that the goal is to come back to the Faculty Senate in February with a plan and a timeline for discussion.

C) Dr. Velez-Castrillon said that the Academic Policies Committee has been working on changes to the online student evaluations, as they are presently relevant only for face-to-face classes. If you have comments, please send them to your APC representative.

D) Dr. Marrero announced that the new University Club is at Z-6 (the room to the left of the cashier). Faculty are welcome/encouraged to eat Mon., Tues., and Wed. and network with colleagues. The room is available Thurs. and Fri. for event reservations.

E) Dr. Marrero also announced that there will be a series of town hall meetings on Engage West surveys. Look for the surveys Feb. 16th through the first week of March. He stated that all survey comments in three qualitative sections will be provided verbatim to supervisors with anonymity. He stressed that grievances/issues should go to Ombuds or Human Resources; please use the correct forum and keep EW survey comments constructive.

8. Adjournment

The meeting adjourned at 4:14 p.m.

Respectfully submitted,
Shelley Rogers
Executive Secretary of the Faculty Senate and General Faculty
Addendum II
Course View (Read Only)

<table>
<thead>
<tr>
<th>Course Details</th>
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<tbody>
<tr>
<td>BIOL 2022</td>
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<tr>
<td>Prefix</td>
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Course Catalog Description

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<td>Grade</td>
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<td>BIOL 2021, with a minimum of a C</td>
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</tbody>
</table>

Prerequisites

BIOL 2021 is the second course in a sequence, BIOL 2021, BIOL 2022. It has always been expected that the student would take BIOL 2021 prior to taking BIOL 2022. Material presented in BIOL 2022 builds on material presented in BIOL 2021. BIOL 2021/2022 is a 2 course sequence designed for the BSN program. It is not approved for core, cannot be used to satisfy graduation requirements outside of electives and the BSN program. That is including a B.S. in Biology.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO

Present or Projected Annual Enrollment: 300

Comments

College Approvals

Christopher Tabit [APPROVED 2016-01-15]
Chair, Course Department

Gregory T. Payne [APPROVED 2015-01-20]
Coordinator, GSM Curriculum Committee

Other Approvals

Cale Self [APPROVED 2016-02-15]
Chair, Undergraduate Programs Committee

Final Approvals

Myrna Gantner [REQUIRED]
Course Details

BIOL 2022L Human Anatomy and Physiology II Laboratory

The laboratory component of BIOL 2022. Students must enroll in BIOL 2022 in the same term.

Course Catalog Description

<table>
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<th>Crd Hrs</th>
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<th>Letter Grade</th>
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Prerequisites

BIOL 2022 with a minimum of a C
BIOL 2023L with a minimum of a C

Corequisites

BIOL 2022

Rationale

The lab goes with the lecture and we are requesting that the lecture have a pre-requisite added for OIY 2023.
Planning Info
- Library Resources are Adequate
- Library Resources Need Enhancement
Is this a SACS substantive change? NO (see Notes)
Present or Projected Annual Enrollment: 380

College Approvals
- Christopher Tabb [APPROVED 2016-01-15]
  Chair, Course Department
- Gregory T. Payne [APPROVED 2016-01-20]
  Coordinator, CGSM Curriculum Committee

Other Approvals
- Gail Self [APPROVED 2016-02-15]
  Chair, Undergraduate Programs Committee

Final Approval
- Myrna Gantner [REQUIRED]
  Final Approver
Course View (Read Only)

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

Course Catalog Description

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<th>Every Term</th>
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<tr>
<td>Lecture</td>
<td>Lab/None</td>
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</table>

Prerequisites

- A minimum of a C in CHEM 1111/1111L and CHEM 1153/1153L
- or
- A minimum of a C in CHEM 1111/1111L and CHEM 1153/1153L
- or
- A minimum of a C in BIOL 1107/BISC 1107 and BIOL 1108/1108L
- or
- A minimum of a C in BIOL 1107/BISC 1107 and BIOL 2108/2108L

Corequisites

- BIOL 2030L

Rationale

Biology has never had any pre-requisites on BIOL 2030. We have always dealt with this through advising, either in Biology or SBN. Currently, advising students to take this in sequence falls on deaf ears. Biology 2030 is a 2000 level Biology course and requires a background in sciences, science terminology and mindset. Biology would prefer to have BIOL 1107/1107L with a B or C be the pre-requisite but we are compromising with the SBN. Think of it this way... Microbiology is the study of microscopic organisms and structures. If you are interested in buying a house, you would look at all the rooms. Understand their structure and function. Once you had an understanding of the 'big picture' you might look at the details... the window joists, plaster defects, crown molding, etc... if you were just exposed to the puzzle pieces or details, without an understanding of the big picture... put a jigsaw puzzle together without a picture... You can do it. But why?

1 of 2  Page 18 of 55  2/24/2016 1:07 PM
Planning Info:
- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 120

Comments:

College Approvals:
- Christopher Tabit [APPROVED 2016-02-03]
  Chair, Course Department
- Gregory T Payne [APPROVED 2016-02-04]
  Coordinator, OEDM Curriculum Committee

Other Approvals:
- [APPROVED 2016-02-15]
  Chair, Undergraduate Programs Committee

Final Approval:
- Myrna Gantner [REQUIRED]
  Final Approver
- What would you like to do?
  - Add New Program
  - Modify Existing Program
  - Deactivate Existing Program
  - Terminate Existing Program

- Modifications
  - Program Name
  - Program Description
  - Degree Name

- Program Details
  - College of Social Sciences
  - Sociology Department
  - Sokol, Paul

- Program Selection
  - College of Social Sciences
    - Bachelor of Science with a Major in Sociology
      - Program Name
      - Bachelor of Science
      - Degree Name
      - Program Level: Undergraduate
      - Program Location: On Campus
      - Degree Level: Bachelor of Science
      - Fall 2016

- Rationale
  1. The faculty decided that the capstone requirement was no longer an important part of the curriculum since we are offering the other requirements and the learning outcomes.
  2. Sociology 3001 focuses on writing in sociology, a fundamental skill for all sociology graduates.
  3. Adding a diversity requirement aligns with long-standing learning outcomes and it is appropriate for the degree's emphasis.
  4. The change in the number of electives is necessary to maintain 30 hours of upper-division sociology for the major.
  5. The existing learning outcomes are poorly written and well connected to the instructional practices of the faculty.
  6. The EDUC courses would make excellent foundational courses in Area F.
  7. After offering these courses for over a year it became evident that some courses were not appropriate. They are being eliminated and in some instances new courses are being added.

- Attachments
  - Current File: Undergrad program mod 2014.01.14.doc
  - SACSCOC Substantive Change
    - Please review the Policy Summary and Decision Matrix
    - Send questions to programs@westga.edu
    - Check all that apply to this program
      - Significant departure from previously approved programs
      - New instructional site at which more than 50% of program is offered
      - Change in credit hours required to complete the program
      - Program deactivation
      - None of these apply

- SACSCOC Substantive Change Comments
  - Many changes are being made to the SS in sociology program. The attached revisions to the catalog copy show all of them in detail. Additions are in red. These changes are applicable to both face-to-face and online delivery formats.
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Other Approvals</th>
<th>Final Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Lukes</td>
<td>Cole Seif</td>
<td>Myrna Gantner</td>
</tr>
<tr>
<td>Chair, Courses Department</td>
<td>Chair, Undergraduate Programs Committee</td>
<td>Final Approver</td>
</tr>
<tr>
<td>Amber Smallwood</td>
<td>[APPROVED 2016-01-14]</td>
<td>[APPROVED 2016-01-22]</td>
</tr>
<tr>
<td>Coordinator, COSS Executive Committee</td>
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</table>
Sociology is the scientific study of society and human behavior. Through the use of both research and theories, sociologists develop understandings of complex forms of human behavior. Students in the BS degree program in Sociology learn about the very fabric of social relations through courses in inequality, aging, gender, deviance, globalization, social psychology, race and ethnicity, the environment, the media and more. The Sociology program seeks to provide students with mastery of basic academic subject matter along with the learning skills necessary for enrichment and continued success in academic and workplace environments. Upon graduation students are prepared for advanced graduate and professional school education and for entrance into the job market in business, government, non-profit organizations, and social services work. Internships are available to provide onsite, practical experience. Students are encouraged to pursue independent research, collaborate with professors on their research, and present their work during UWG’s Social Science Research Day and at annual conferences, such as the Georgia Sociological Association and the Southeastern Undergraduate Sociology Symposium. The Sociological Collective provides students with fun and support, career information, opportunities for community service, speakers, and other activities. Students who qualify are also invited to join the national sociology honor society, Alpha Kappa Delta. The B.S. Degree in Sociology is available in both face-to-face and online.

Learning Outcomes
Students completing the B.S. degree with a major in Sociology should:

- Be able to communicate (orally and in writing) how sociology contributes to an understanding of social reality
- Understand theoretical and methodological approaches to description and interpretation
- Demonstrate an understanding of sociological theories
- Demonstrate an understanding of methodological approaches within sociology
- Understand Develop knowledge of basic concepts, perspectives, and their interpretive applications
- Understand the reciprocal relationship between the individual and society
- Understand the diversity of American society
- Demonstrate an understanding of the diversity in society
- Demonstrate an ability to think critically

B.S. Degree with a Major in Sociology

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<tr>
<td>Core Area A, B, C, D, E on page Error! Bookmark not defined.</td>
<td>42</td>
</tr>
<tr>
<td>Core Area F</td>
<td>18</td>
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SOCI 1101
Foundations of Social Sciences
1000 or 2000 level courses from the following Disciplines:
ANTH, CRIM, EDUC, ENGL, FORL, GEOG, Global Studies, HIST,
COMM, PHIL, POLS, PSYC, or SOCI
Technical Skills
1000 or 2000 level courses from the following Disciplines:
ACCT, CISM, CS, ECON, MATH, MEDT, or XIDS 2201/2202

Major Courses
A SOCI 3001, 4000, 4053, and 4003, and a capstone course: SOCI 4982,
SOCI 4983 or SOCI 4984
Must complete SOCI 4000, and 4053, and 12 additional hours of
3000/4000 level sociology before enrolling in a capstone course.
These required classes must be passed with a grade of C or better.
B Diversity course (one of the following: 3543, 3606, 3623, 3943, 3954,
4323, 4543)
C Upper Division Courses
SOCI courses at 3000 or 4000 level
D Supporting Courses (or Minor)
Non-SOCI courses at 3000 or 4000 level
E General Electives
TOTAL

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major. No
more than six hours of internship may be applied toward the major.

Requirements for a Minor in Sociology

(Minimum 15 Hrs)
Upper level sociology courses
SOCI 1101

Requirements for a Minor in Women's Studies

http://www.westga.edu/~arts/Women/
Select five courses from three different areas of study. A list of approved
courses can be obtained from the Department of Sociology

Undergraduate Certificates in Sociology
Several certificates of specialization are available to Sociology majors and minors. Non-Sociology majors who
complete a certificate program will also be awarded a minor in sociology. Each certificate requires 15 hours in
specific courses. SOCI 1101 is required of all the certificates. Courses taken to receive a certificate also count
toward the sociology major and toward additional certificates. The certificate programs and the courses that can be
taken to fulfill the requirements are below.

Certificate in Research Methods
SOCI 1101 and 12 hours of the following courses:
SOCI 3001 Communicating Sociology
SOCI 4000 Research Methods
SOCI 4003 Applied Social Statistics
SOCI 4613 Qualitative Research Methods
SOCI 4015 Analyzing and Visualizing Data
SOCI 4373 Visual Sociology
Any approved SOCI 4999 course
Certificate in Global and Comparative Studies
SOCI 1101 and 12 hours of the following courses:
SOCI 4803 Environmental Sociology
SOCI 3283 Globalization
SOCI 3743 Collective Behavior and Social Movements
SOCI 4323 Cultural and Racial Minorities
SOCI 4325 Social Change in the Middle East
SOCI 4333 Urban Sociology
SOCI 3543 The Sociology of Religion
SOCI 3293 Marriage and Family
SOCI 4915 Violence Against Women
SOCI 3273 Managing Cultural Differences
SOCI 3733 Social Psychology: The Sociological Tradition
Any approved SOCI 4999 course

Certificate in Cultural Diversity
SOCI 1101 and 12 hours of the following courses:
SOCI 3273 Managing Cultural Differences
SOCI 3603 Sociology of Gender
SOCI 3623 Social Inequality
SOCI 3954 Aging: Past, Present, Future
SOCI 4333 Urban Sociology
SOCI 4323 Cultural and Racial Minorities
SOCI 3943 American Class Systems
SOCI 4916 Gender and Work
SOCI 4543 Deviant and Alternative Behavior
SOCI 4700 Sociology of Emotions
SOCI 3543 Sociology of Religion
SOCI 3293 Marriage & Family
SOCI 3733 Social Psychology: The Sociological Tradition
Any approved SOCI 4999 course

Certificate in Social Services
SOCI 1101 and 12 hours of the following courses:
SOCI 4445 Sociology of Childhood
SOCI 3804 Death, Grief, and Caring
SOCI 4333 Urban Sociology
SOCI 3293 Marriage and Family
SOCI 4300 Housing and Homelessness
SOCI 4386 Internship
SOCI 4440 Sociology of Medicine
SOCI 4441 Sociology of Mental Health
SOCI 3134 Intro to Social Work
SOCI 4734 Social Work Skills
SOCI 4182 Aging Families
SOCI 4700 The Sociology of Emotions
SOCI 4915 Violence Against Women
SOCI 3954 Aging: Past, Present, Future
SOCI 3733 Social Psychology: The Sociological Tradition
Any approved SOCI 4999 course
Addendum III
**Course Details**

**Prefix**  
POLI

**Number**  
5216

**Course Title**  
Gun Policy

Gun control policy is one of the most contentious policy issues in not just the United States, but in other advanced democracies of the world. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy. By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

**Course Catalog Description**

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<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall 2016</th>
<th>Yearly</th>
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<td>Frequency</td>
<td>Grading</td>
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**Prerequisites**

**Corequisites**

**Rationale**

Gun policy serves as an excellent case study on public policy and will fit in nicely as an elective in the MPA 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: 20

College Approvals

J. Salvador Peralta  [APPROVED 2016-01-15]
Chair, Course Department

Amber Smallwood  [APPROVED 2016-01-15]
Coordinator, CDSI Executive Committee

Other Approvals

Dawn McCord  [APPROVED 2016-02-19]
Chair, Graduate Programs Committee

Final Approval

Myrna Gastner  [REQUIRED]
Final Approver
Dr. Anthony Fleming
University of West Georgia
College of Social Sciences
Department of Political Science
Gun Policy
POLS 5216

Overview: Gun control policy is one of the most contentious policy issues in not just the United States, but in other advanced democracies of the world. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy.

Learning Outcomes: By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

University Policies:
http://www.westga.edu/assetsDept/ypaa/Common_Language_for_Course_Syllabi.pdf

Required Texts:
Doherty, Brian “Gun Control on Trial: Inside the Supreme Court Battle Over the Second Amendment” ISBN: 9781933995250


**Expectations and Requirements:** In order to be prepared for each class period, you must do the readings. Students will be expected to have read and digested the material and be able to discuss the readings in class. This class will be taught with a heavy emphasis on in class discussion and participation.

**Reaction Papers:** Every week half of the class will be required to write reaction papers. These reaction papers should be 500 words in length. The student should summarize the reading and provide thoughts and insights. These reaction papers will be due via email every Monday by 12:00 pm.

**Questions:** Every week half of the class will be required to pose questions based on the readings. The student should pose five thoughtful questions. These questions will be used as a basis for in class participation. The questions will be due via email every Monday by 12:00 pm.

**Exams:** There will be two take home exams for the class. Each exam will ask broad theme questions about the class and will ask the student to tie these themes together into a single paper. Each exam question must be answered thoroughly.

**Grades:**

- **Participation:** 20%
- **Reaction Papers/Questions:** 30%
- **Exam 1 (Midterm):** 25%
- **Exam 2 (Final):** 25%

**Week 1:** Introduction to Gun Policy in the U.S.

- A. Spitzer Chapter One: Pages 1-19
- B. Wilson Introduction: Pages 1-16

**Week 2:** Culture: Does the United States have a gun culture?

- A. Kopel Chapter 9: pages 303-344
- B. Kopel Chapter 11: pages 406-431
- C. Fleming Chapter: 1
- D. Wilson Chapter 2: pages 47-80
  
  **Reaction Paper 1 Due**

**Week 3:** Agenda Setting: Do popular theories of policy change explain the current state of gun policy in the United States?
A. Baumgartner and Jones Part One: Pages 1-55
B. Kingdon Chapter 4: pages 71-90
C. Kingdon Chapter 8: pages 165-194
D. Kingdon Chapter 9: pages 196-205
   Public Interest 28: 38-50. 1972
   Question Set 1 Due

Week 4 Institutions and Policy Making: Agenda Setting Revisited: How has Congress handled the gun control issue?
   A. Wilson Chapter 3: pages 81-112
   B. Spitzer Chapter 5: pages 129-166
   C. Birkland Chapter 1: 1-29
   D. Birkland Chapter 5: 157-182
   E. Fleming Chapter 2,
   F. Fleming Chapter 3, Part 2
   Reaction Paper 2 Due

Week 5 Interest Groups: Who are the major non-governmental actors in policy making? Why do some succeed where others fail?
   A. Davidson Part 1: Pages 1-81
   B. Spitzer Chapter 4: Pages 87-127
   C. Patrick Introduction: Pages 1-16
   Question Set 2 Due

Week 6: Interest Groups (Discussion continued)
   A. Goss Entire book
   Reaction Paper 3 Due

Week 7 Media: How does the media view guns? Does the NRA favor positive or negative coverage? Why?
   A. Wilson Chapter 6: pages 179-212
   B. Patrick Chapter 1: pages 17-29
   C. Patrick Chapter 2: pages 39-43
   D. Patrick Chapter 5: pages 135-146
   E. Patrick Chapter 6: pages 153-166
   Question Set 3 Due
Week 8: Public Opinion, Parties, and Elections: What impact does public opinion on gun control policy have on political parties and elections?
   A. Wilson Chapter 4: pages 113-140
   B. Wilson Chapter 5: pages 141-178
   C. Fleming Part 1 of Chapter 3
   E. Dreyfuss, Robert. "Political Snipers". The American Prospect. September 15, 1995
   Reaction Paper 4 Due

Week 9 Midterm: NO IN CLASS MEETING

Week 10 Gun Control and the Courts: Historically, how have the courts handled the Second Amendment?
   A. Spitzer Chapter Two: pages 19-44
   B. Wilson Chapter One: pages 19-47
   C. Doherty Entire Book: pages 1-109
   Question Set 4 Due

Week 11 Criminology and Economic Arguments on Gun Policy: Do more guns mean less crime?
   A. Spitzer Chapter 3: pages 47-76
   B. Lott Chapters 1-5: pages 1-119
   Reaction Paper 5 Due

Week 12: Criminology and Economic Arguments on Gun Policy: (Continued)
   A. Lott Chapters 6-10: pages 120-336
   Question Set 5 Due
Week 13 Comparative Gun Policy: How much does U.S. gun policy differ in comparison to other advanced democracies?
   A. Kopel Chapter 4: pages 137-173 (Canada)
   B. Fleming Chapter 4: (Canada)
   C. Kopel Chapter 3: Pages 59-106 (United Kingdom)
   Reaction Paper 6 Due

Week 14 Semester Wrap Up: Why is U.S. gun policy in its current state?
(Finals will be handed out on April 17)
   A. Spitzer Chapter 6: pages 171-186
   B. Wilson Chapter 8: pages 239-252
   C. Fleming Chapter 5
   Question Set 6 Due

Week 15 FINALS WEEK!
# Social Media and Online Marketing

**Prefix Number**: MKTG 5818  
**Course Title**: Social Media and Online Marketing

This course will examine the impact of social media and the internet on marketing strategy. Topics will include an exploration of social media technologies and applications such as Facebook, blogs, Twitter, wikis, YouTube, etc. Students will learn how to develop an online presence, leverage these technologies and understand the power and impact of Web 2.0 in implementing successful marketing strategies.

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<th>Course Catalog Description</th>
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**Effective Term**: Fall - 2015  
**Frequency**: Yearly  
**Grading**: Letter Grade

**Prerequisites**: MKTG 3900 or equivalent or permission of department chair

**Corequisites**: None

**Rationale**: This is a new elective course for business graduate students designed to give them exposure to the rapidly growing field of Social Media and Online Marketing.
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Basilio)
Present or Projected Annual Enrollment: 45

College Approvals

Sall M. Talpade [APPROVED 2016-02-04]
Chair, Course Department

Faye McIntyre [APPROVED 2016-02-11]
Dean, RCOB

Other Approvals

Jeanine Pridmore [APPROVED 2016-02-11]
RCOB Graduate Program Committee Chair

Dawn McCord [APPROVED 2016-02-18]
Chair, Graduate Program Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver
Social Media & Online Marketing - MKTG-5810

CRN: 80551
Professor: Dr. David Nickell
Office Number: Room 2316 Miller Hall (formerly Business Building)
Contact Information: office: 678 839 5486
cell: 404 664 0431
e-mail: dnickell@westga.edu
Office Hours: MW 9:30 – 11:00 a.m. and by appointment
Prerequisites: MKTG 3803 or equivalent, or permission of the Department chair.

Course Objectives: This course will examine the impact of social media and the internet on marketing strategy. Topics will include an exploration of social media technologies and applications such as Facebook, blogs, Twitter, wikis, YouTube, etc. Students will learn how to develop an online presence, leverage these technologies and use the power and impact of Web 2.0 in implementing successful marketing strategies.

Learning Objectives:

1. Explain how the web can be used as a channel for effective digital marketing (LO5)
2. Identify activities involved in the Web planning and design process (LO1)
3. Explore the ethical issues associated with e-commerce and social media (LO4)
4. Develop an understanding of global issues in internet use and appreciate the global divide (LO3)

This course follows the Learning Objectives for the Richards College of Business.


Class Schedule: Mondays and Wednesdays 11:00 a.m. – 12:20 p.m. in room 117 of the Adamson Hall on the Carrollton Campus

My Teaching Philosophy:
This section is an important one. Please read it carefully and ask me questions if you are confused.
Knowledge (Remembering): Recalling data, information, terms, terminology.
Comprehension (Understanding): Understanding the meaning of the above, and stating a problem in your own words.
Application (Applying): Using what was learned above in new and different situations.
Analysis (Analyzing): Analyzing material or data to determine relationships or lack thereof.
Synthesis (Creating): Putting the components parts together to create a new understanding of a situation.

The bottom line (here it is, perhaps paradoxically, at the very top!) is: How can I be of maximal service to you in helping you succeed in this course and beyond?

Please refer to the course objectives listed on the previous page. This course, as is true for many university courses at this level, has multiple objectives. In 1956, a committee of educators chaired by Benjamin Bloom, developed a classification system of learning objectives, which later became known as Bloom’s Taxonomy. That system was later modified by Lorin Anderson. Presented below is the sense of that taxonomy, arranged in increasing order of complexity.

The first component and, to a large extent, the second one, can and will be learned from the text book. These are not unimportant. When you write a letter applying for a job, or go for a job interview, or write your first report for your boss, you must know the terminology appropriate to the field. You cannot, for example, hope to get anywhere if you don’t know the difference between a population and a sample, or if you use one term when you should have used another. So, tests will cover such material. However, the instructor can be of little help here. It will not be the best use of your time or mine for me to use a class session to read from PowerPoint slides describing these terms, when you know how to read the textbook or slides yourself. So, I will expect you to read the material on your own (you will be tested on it). If you have questions or cannot understand something, I am at your service to help you understand it. This will be at your initiative.

So, I can be of most service to you in helping you with the next four stages of the modified Bloom’s Taxonomy shown above. Thus, I will spend class time (and private time, if you request it) largely on helping you with the Analysis and the Evaluation part of the objectives shown above. These two will help you succeed in this course and after the course, even after you graduate.

Grading Policy: As the instructor, I am the final authority on grades.

The grading for this course is:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3)</td>
<td>60%</td>
</tr>
<tr>
<td>Term Paper (1)</td>
<td>30%</td>
</tr>
<tr>
<td>Class Involvement</td>
<td>10%</td>
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</table>

Make-up exam policy.

1. Don’t miss a test.
2. If you must miss a test for a serious medical reason, you must notify me in writing before class on the day of the test, and provide a written excuse from a medical practitioner. If you have to miss a test for university business (such as presenting a
paper or being part of a UWG team which is away on a trip), you must notify me in writing at least a week prior to the test.

You will have one week to reschedule and retake the test unless your illness is one that prevents you from retaking it in that time.

Term Paper

Students will write an academic journal quality paper on a topical subject of the student’s choosing and in consultation with the instructor. The paper will include:

1. A literature review
2. A set of research propositions
3. Conclusions and recommendations for future research

The term paper should be between 20-25 pages (before references), doubled space, 12 point Times New Roman font, 1” margins on letter sized paper.

Class Involvement consists of:
- Attendance (being in the classroom)
- Class Participation (actively engaged in classroom discussions)
- Professionalism in Class (being attentive, prepared, and respectful)

Attendance Policy: You are expected to attend every class meeting and attendance is a factor in determining my evaluation for your class involvement. You are responsible for any material you might miss due to an absence.

The grades will be assigned as follows:

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<th>Grade</th>
<th>Score Range</th>
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<tr>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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Student Rights and Responsibilities: Please carefully review the information at the following link:

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

The document at this link contains important information pertaining to your rights and responsibilities in this class.
Americans with Disabilities Act

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

UWG Email Policy

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

Credit Hour Policy

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

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

University of West Georgia Honor Code

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

| Week 1 | Orientation, Review Syllabus  
|        | Chapter 1 - Past, Present, and Future |
| Week 2 | Chapter 2 - Strategic E-Marketing and Performance Metrics |
| Week 3 | Chapter 3 - The E-Marketing Plan |
| Week 4 | Chapter 4 - A World of E-Marketing Opportunities  
|        | EXAM 1 |
| Week 5 | Chapter 5 - Ethical and Legal Issues |
| Week 6 | Chapter 7 - Consumer Behavior Online |
| Week 7 | Chapter 8 - Segmentation, Targeting, Differentiation, and Positioning Strategies |
| Week 8 | Chapter 9 - Product: The Online Offer  
|        | EXAM 2 |
| Week 9 | Chapter 10 - Price: The Online Value |
| Week 10| Chapter 11 - The Internet for Distribution |
| Week 11| Chapter 12 - E-Marketing Communication Tools |
| Week 12| Chapter 13 - Engaging Customers with Social Media  
|        | EXAM 3 |

The course syllabus provides a general plan for the course; deviations may be necessary.
**Course View (Read Only)**

**Attachments**

Current File: MKTG 6850: ANALYTICAL METHODS IN MARKETING

<table>
<thead>
<tr>
<th>Originator</th>
<th>Richards College of Business</th>
<th>Talpade, Sall M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>College</td>
<td>Originator</td>
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</tbody>
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**What would you like to do?**

- Add New Course
- Modify Existing Course
- Delete Existing Course
- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments
- Senate Action Item

**Course Details**

- **Course Code**: MKTG 6850
- **Course Title**: Analytical Methods in Marketing
- **Overview**: Designed to meet the rapidly growing need for a systematic approach to data analysis. Analytical methods used include an understanding of the more commonly used statistical methods and the use of SPSS—a software package which is helpful in the analysis of marketing data. Skills developed include the processing, analysis, and interpretation of data and information, and presentation of the results orally and in writing.

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**Prerequisites**

- MENU 3000 or equivalent or permission of department chair.

**Corequisites**

- None

**Rationale**

This is a new elective course for business graduate student, designed to meet the rapidly growing need in business for a systematic approach to data analysis.
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<tr>
<td>Salli M. Talpade</td>
<td>Jeannie Pridmore</td>
<td>Myrna Gantner</td>
</tr>
<tr>
<td>[APPROVED 2016-02-04]</td>
<td>[APPROVED 2016-02-11]</td>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td>RCOB</td>
<td>Final Approver</td>
</tr>
<tr>
<td>Faye McIntyre</td>
<td>Graduate Program Committee Chair</td>
<td></td>
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<tr>
<td>[APPROVED 2016-02-11]</td>
<td>Dawn McDannell</td>
<td></td>
</tr>
<tr>
<td>Dean, RCOB</td>
<td>[APPROVED 2016-02-19]</td>
<td>Final Approver</td>
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</tbody>
</table>
ANALYTICAL METHODS IN
MARKETING – MKTG 6850

Fall, 2016

Instructor: Dr. Beheruz N. Sethna
Contact Information: Office: 2310 Miller Hall; Tel: 678-839-5078
E-mail: BNSethna@WestGA.edu
Office Hours: M, W: 1:30-4:30 p.m.; T: 1:00-2:30 pm., and by appointment
Prerequisites: MKTG 3808 or equivalent or permission of department chair.

Course Description: In the United States today, and internationally as well, there continues to be an sharp rise in the availability of data. Those companies, organizations, and individuals which are able to understand and analyze vast amounts of data, and convert raw data into meaningful information and intelligence will gain a significant strategic advantage. This course is designed to meet the rapidly growing need for a systematic approach to data analysis. Analytical methods used will include an understanding of the more commonly used statistical methods and the use the Statistical Package for the Social Sciences (SPSS) – a software package which is helpful in the analysis of marketing data. The skill sets developed during this course includes processing, analysis, and interpretation of data and information, and presentation of the results orally and in writing.

Course Objectives: Students will be introduced to some key research methods and design issues.

Upon successfully completing the course, the student should be able to:

1. Have knowledge of the key terms and concepts in the Marketing Research process. (LG 2)
2. Be able to analyze business situations, and apply basic quantitative skills to solving business problems and developing effective strategies. (LG 2).
3. Have knowledge about a variety of secondary sources of information including online data banks, the Internet and the Web, and be able to collect and analyze relevant information from these sources (LG 3).
4. Have knowledge about primary research and data collection methods, processing, analysis and interpretation. (LG 2)
5. Be able to use statistical tools to analyze and interpret the results (LG 3).
6. Be able to effectively communicate the results of a research project. (LG 1)

Text: TBD
Grading Plan:

- Tests 30%
- Group Project (including interim reports) 50%
- Project Contributions – Peer / Instructor Evaluations 10%
- Class Participation & Attendance 10%

Grades will be assigned as follows (the instructor reserves the right to adjust the cutoff lines):

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 or below

Research Project: Each project team will have a research project that you will work on throughout the semester. This applied research project, arguably, is the most important part of the course. It is designed to give you invaluable experience for your future careers and potentially provide an excellent demonstration of your capabilities for future job and/or graduate school interviews.

Your Class Participation & Attendance grade consists of:

- Attendance (being in the classroom)
- Class Participation (actively engaged in classroom discussions)
- Professionalism in Class (being attentive, prepared, and respectful)

Attendance Policy: You are expected to attend every class session. Whether or not you have an excused absence, you are responsible for knowing anything presented, distributed, discussed, and assigned in class.

Assignments Due: All assignments are due on the date listed in the Course Schedule at or before the beginning of the class period, unless otherwise stated by the instructor.

Student Rights and Responsibilities: Please carefully review the information at the following link: [http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf). The document at this link contains important information pertaining to your rights and responsibilities in this class.

Americans with Disabilities Act

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

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

Credit Hour Policy

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

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

University of West Georgia Honor Code

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

The purpose of this application is for the Honors College to be able to establish a relatively stable group of faculty for the teaching of Honors College courses. Faculty who are interested in teaching in the Honors College need to affirm that they understand the mission and goals of the Honors College and that they recognize the difference between an Honors College course and a regular course on campus. Information about the Honors College can be found at www.westga.edu/honors.

Name: _________________________________________________________________________________

Rank: __________________________________________________________________________________

Year Hired at UWG: ___________ Terminal Degree: ____________________________

Department: __________________________________________________________________________

Courses Interested in Teaching for the Honors College:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Please check any of the other activities in which you would be willing to participate:
__ travel to undergraduate conference with students
__ fireside chat in the dorm on your research
__ community service event with students
__ team teaching an XIDS section
__ lunch or dinner with honors students on campus
__ mentoring students in undergraduate research
__ Other (explain)___________________________________________________________________________

I have read and understood the Mission and the Learning Objectives of the Honors College. I understand what distinguishes an honors course from other courses on campus.

________________________________________________________   ________________________
signature        date

I approve the application of this faculty member as Honors College Faculty.

___________________________________________________________
Chair signature        date

Please submit this form to the Honors College for consideration by the Honors College Committee.
University of West Georgia Honors College Contract Policies

- Honors College students can “convert” most regular course sections into Honors credit by completing a contract with the supervising professor who must be a member of the honors faculty.
  The following classes can **NOT** be converted: ENGL 1101 and 1102; any elementary level Foreign Language (1001 and 1002); HIST 1111, 1112, 2111, and 2112; any MATH below 1113; and PSYC 1030.

- Some departments have additional policies regarding honors contracts, and professors have the right to refuse to allow Honors students to convert their courses.

- The extra/different work required to receive Honors credit will be determined by the professor. Options include.
  
  - Additional paper or report (minimum 5 pages)
  - Independent laboratory experimentation
  - Additional creative project(s)
  - Multiple additional shorter papers or reports (totaling at least 5 pages)
  - Additional class presentation(s)
  - Doing graduate level work in a jointly listed 4000/5000 course
  - Research project

- It is the **student’s responsibility to complete any additional assignments under the new contract** for that course. If the professor determines that the student has not successfully completed the honors work, he/she has the discretion to alter the student’s grade accordingly.

- Honors students can convert as many courses as needed in order to meet the Honors College graduation requirements (students need at least 10 honors courses, and 2 need to be upper-level).

- Student must receive a letter grade A-F.

- The Honors Contract Form **MUST** be received by the Honors College Office by the end of the 2nd week of the term.

- Honors Conversions are processed at the end of the term after grades have been submitted. The Registrar will update the course title on the student’s record to reflect an “Honors” course.

- Students **CANNOT UN-CONVERT** courses if the contract has been submitted to the Honors College and processed by the Registrar’s Office.

I have read and understand the policies for Honors Conversions at UWG, and I agree to abide by them to the best of my ability. I understand that once the Registrar’s Office processes my Honors Contract, I will **NOT** be able to **UN-CONVERT** that Honors course back to a regular credit.

---

*Print Name Here*                        *Honors Course*

*Honors Student Signature*               *Date*
Honors Contract Approval Form

Students must print a copy of this form and submit to the Honors College for approval. The form must be accompanied by the syllabus for the course, which clearly outlines the requirements for receiving Honors Credit. The forms with all signatures are maintained at the Honors College.

**Honors Contracts that are submitted & processed by the Registrar’s Office cannot be converted back to non-honors credit. It is the student’s responsibility to complete all assignments as arranged by the Honors Contract**

Student Name (legibly printed): ______________________________________
Student ID Number: 917-_____ - _______ Are you a graduating senior? Y/N
Phone Number (where you can be reached): ______ - ______ - _______

Course Information

Semester/Year of the Course: Fall/______ Spring/______ Summer/______
(Please write the year after the term on the line provided)

Department Abbreviation: _______ Course #:_________ Section #:_________
Credit Hours: _______ CRN #:___________ Office Use Only: ________

Print course title, as it will appear on your transcript.
Description of the additional/different work required to make this an Honors Course.

Name of Supervising Instructor (Please print): ______________________________________
Signature of Supervising Instructor: ___________________________________ Date: __/__/__
Signature of Department Chair: ___________________________________ Date: __/__/__
Signature of Honors College Dean: ___________________________________ Date: __/__/__

Please return this form, along with the signed Honors College Contract Policies form and a copy of the course syllabus to the Honors College Office. Please be sure to have all required signatures, other than the Honors College Dean’s, before submitting the forms to the Honors College. If you have any questions about this process, please contact Stacey Rowland at (678-839-6636).
Addendum VI
UWG Salary Study FAQs
Prepared by Faculty Senate Budget Committee
February 2016

This document is intended to provide information about UWG’s salary study and is subject to change or revision.

1. What is a CUPA study?
CUPA stands for College and University Professional Association for Human Resources (www.cupahr.org). CUPA conducts salary surveys for faculty, staff, and administrators, and publishes annual reports of their findings. Data are purchased by universities and can be tailored by type of institution. UWG uses these data to compare salaries to median salaries of similar institutions.

2. What institutional type would UWG be compared to?
Carnegie Master’s Institutions based on our designation at the time CUPA data was drawn. (680 institutions) An increase in classification level does not always mean an increase in average salaries for faculty. The CUPA data from our previous classification compares us to universities in the same classification level at the time of the data was pulled.

3. Do universities report average salaries or all salaries?
Universities report all salaries; however, the number of institutions reporting does vary from year to year. You can find more information about 2015 findings here - http://www.cupahr.org/news/item.aspx?id=12483

4. Can I find the median salary for my CIP code on the CUPA website?
No. CUPA does include sample sets of data on the website but they are not the same data that we purchase for the salary study.

5. What happens if median salary doesn’t increase or if my salary is higher than the new median salary?
The median salary is not likely to decrease, but West Georgia is committed to not lowering salaries even if CUPA scales were lower.

6. Why is a CUPA study being done now?
When the salary study was originally implemented in 2014, the Faculty Senate Budget Committee recommended that updated salary data should be drawn every two years so that the adjustments will keep up with market changes without requiring yearly changes.

7. How are CUPA data used at UWG to determine salary adjustments?
The long-term goal is to bring salary levels to the median figure in the CUPA study. In academic year 2012/2013 UWG commissioned a faculty equity salary study which was performed by Sibson. Given the limited number of comparative institutions reviewed and concern voiced about the methodology, it was determined that a CUPA sampling and analysis aligned with CIP codes would be more transparent, encompass a much larger comparator sampling, and continually adjust to market. The first
CUPA equity salary analysis and adjustment was completed in spring of 2014 effective July 1, 2014 (FY2015) bringing UWG Faculty to a minimum of 85% of the median for the subject area taught. In 2015, the salaries were brought to 86% of the median. The goal this year, if budget allows, is to bring salaries to 87% of the updated CUPA market median, which is updated every other year.

8. What are CIP codes?
CIP stands for Classification of Instructional Programs. All faculty are classified under the CIP code for the subject-areas they teach.

9. Who is analyzing CUPA data now?
The CUPA analysis is done in the Provost’s Office. It is then reviewed by the Provost and Deans to ensure alignment with faculty CIP codes. The results are reviewed by the rest of the Provost staff, the Deans, and the Senate Budget Committee. This analysis is done in order to ascertain salary targets. The actual funding of salary increases follows another procedure that involves the larger University budget procedure. Salary adjustments depend on availability of recurring funds.

10. What does the CUPA data include?
CUPA data include the total salaries of 10 month or 9 month faculty. In most instances, faculty are considered to work a 9 month contract or .75 FTE regardless of the fact that their pay is distributed over 9, 10, or even 12 months. Therefore, salaries of faculty who are in administrative 12 month contracts are not included in the CUPA faculty salary data but are included in a separate set of data.

11. What will happen to previously earned merit now that we have new CUPA data?
All salary sources, including previously earned merit, are included in salaries reported to CUPA. Merit will henceforth be included in salary reporting rather than separated out because all other institutions reporting to CUPA present their salaries in this holistic manner. We want to compare apples to apples, not apples to oranges. All merit pay remains intact in this process. The Faculty Senate Budget committee has recommended the new CUPA comparison include all salary sources; however, “new” merit increases will continue to be added on top of the adjusted equity salary increases for July 1, 2016.

12. How will current year’s merit be applied?
Equity adjustments are applied to salaries before any merit adjustments. Merit pay is based on the previous year’s salary.

13. What’s the difference between merit and equity?
Merit pay is based on performance, the limits of which are set by the state legislature. Equity increases are made after comparing salaries to market rates. Equity in this case refers to the goal of West Georgia salaries being equitable or on parity with the salaries of similar faculty at other institutions.

14. What about promotions?
For those faculty who will be promoted in the fall, your new salary will be composed of the higher of A or B plus merit pay:

A. Minimum 86% of the median (87% if budget allows) for your new rank OR

B. Your current salary plus the specified salary bump which normally comes with promotion to your new rank
Addendum VII
E. 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.

1. Support
   To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per year 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 Secretary’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.

2/9/2016