Memorandum

To: General Faculty

Date: January 30, 2007

Regarding: Agenda, Faculty Senate Meeting, February 2, 2007 at 3.00 pm at the Technology-enhanced learning Center, Room 1-303

The agenda for the, February 2, 2007 Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the December 8, 2006 meeting (see Addendum I)

4. Committee Reports:

Committee I: Undergraduate Academic Programs (Chair, Jeff Reber)

Action Items: (See Addendum II)

A) College of Arts and Sciences

1) Department Mathematics
   a) Math 4113
      Request: course deletion
      Action: approved with 1 abstention and friendly amendment to change effective date to Fall 2007

   b) Program/Math 4843
      Request: modify other
      Action: approved with 1 abstention and friendly amendment to change effective date to Fall 2007

   c) Program/MATH 1300
      Request: modify other
      Action: approved with 1 abstention and friendly amendment to change effective

   d) Program/MATH 1301
      Request: modify other
      Action: approved with 1 abstention and friendly amendment to change effective date to Fall 2007
2) Department of Sociology and Criminology
   a) BS in Sociology
      Request: Modify Description
      Action: approved with friendly amendment to change effective date to Fall 2007
   b) BS in Criminology
      Request: Modify Description
      Action: approved with friendly amendment to change effective date to Fall 2007
   c) Sociology B.S.
      Request: Modify Description
      Action: approved with friendly amendment to change effective date to Fall 2007

3) Department of Geosciences
   a) GEOG 4010
      Request: Delete course
      Action: approved with friendly amendment to change effective date to Fall 2007
   b) GEOG 4013
      Request: Add course
      Action: approved
   c) GEOG 4503
      Request: Add course
      Action: approved with friendly amendment to remove “be able to” from outcomes.
   d) GEOG 2253
      Request: Add course
      Action: approved with friendly amendment to remove “be able to” from outcomes
   e) GEOG 2553
      Request: Add course
      Action: approved with friendly amendment to replace “should be able to:” with “will:” in learning outcomes.
   f) GEOG 4562
      Request: Add course
      Action: approved with friendly amendment to replace “should be able to:” to with “will:” in learning outcomes.
g) GEOG 4753
Request: Add course
Action: approved with friendly amendment to replace “should be able to:” with “will:” in learning outcomes.

B) College of Education
  1) Department of Physical Education
     a) B.S. in Recreation—Sport Mgmt. option
        Request: modify program advising sheets
        Action: approved

     b) PHED 3401
        Request: add course
        Action: approved

     c) PWLA 1618
        Request: add course
        Action: approved

     d) PWLA 1629
        Request: add course
        Action: approved

     e) PWLA 1650
        Request: add course
        Action: approved

     f) PWLA 1651
        Request: add course
        Action: approved

     g) PWLA 1660
        Request: add course
        Action: approved

     h) PWLA 1667
        Request: add course
        Action: approved

     i) PWLA 1678
        Request: add course
        Action: approved

     j) PWLA 1690
        Request: add course
        Action: approved
Information Items:

A) College of Arts and Sciences
   1) Department of Mathematics
      a) Math 4013
         Request: modify course other
         Action: approved with 1 abstention and friendly amendment to change
effective date to Fall 2007 and Fix numbering in rationale 4103-4013
         Request: modify program advising sheets
      
      b) Math 2853
         Request: modify course other
         Action: approved with 1 abstention and friendly amendment to change
effective date to Fall 2007 CS 1300

   2) Department of Geosciences
      a) GEOG 3083
         Request: Modify course
         Action: approved
      
      b) GEOG 4084
         Request: Modify course
         Action: approved with friendly amendment to Add “Senior Seminar:” to the
course title and to change the prerequisite from “20 hours in the major” to
“senior standing”
      
      c) GEOG 4553
         Request: Modify course
         Action: approved
      
      d) GEOG 3503
         Request: Modify course
         Action: approved
      
      e) GEOG 4643
         Request: Modify course
         Action: approved
Committee IX: Graduate Studies (Chair, Skip Clark)

Action Items:

On behalf of the committee Dr. Clark moved approval of the following:

A) Revisions to the Graduate Catalog regarding Admissions, Academic Standards and Appeals (2006-2007 pp. 48, 63, 67-68.)

[p. 48] **Appealing Denial of Admissions**: If a prospective student’s application for admission is denied, s/he may contact the Dean of the Graduate School in writing within ten (10) business days after receipt of notice that admission has been denied. The Dean will reconsider the Admissions decision only if the applicant submits additional materials supporting the request and upon the recommendation of the faculty of the program to which the applicant has applied.

 request the Dean of the Graduate School to take procedurally appropriate steps to have the denial of admission reconsidered by the appropriate subcommittee of the Committee on Graduate Studies. Such appeals must be submitted in writing within 10 days after receipt of notice that admission has been denied. Admission to the Graduate School does not imply ultimate acceptance as a candidate for an advanced degree. For information on admission to candidacy, please see this catalog’s section on “Admission to Candidacy” found on page 63.

[p. 63] **Academic Standards**

Graduate students must meet the following academic standards:

1. To be eligible for admission to candidacy and graduation, a student must maintain a cumulative GPA of 3.0 or higher on all graduate and undergraduate courses. No grade below C will be accepted as part of a program of study for a graduate degree.

2. The Graduate School will place students with a cumulative GPA below 3.0 for two consecutive semesters on academic probation. Then, they must make a 3.0 or higher semester GPA each succeeding semester that their overall cumulative GPA is below 3.0. These students are no longer on probation when their cumulative GPA is 3.0 or above.

If they fail to make a 3.0 semester GPA while on probation, they are dismissed from the Graduate School. **Students on academic probation may not apply for candidacy, take comprehensive examinations, nor may they obtain a graduate degree.**

In addition to these minimum academic standards, students must also meet all academic standards and retention policies that have been adopted by the department and reported to the Graduate School. **Please see individual departments and programs for their specific academic requirements.**

3. Students wishing to appeal either denial of admission or dismissal should contact the Dean of the Graduate School. Students who are dismissed from the Graduate School for academic reasons may appeal the dismissal to the Dean of the Graduate School. [move to next section]

[pp. 67-68] **Grade Appeals and Grievance Procedures**
Students should consult the most current edition of UWG’s **Connection and Student Handbook** for information on grade and disciplinary appeals. **Connection and The Student Handbook** is available from the Student Services office located in Bonner House on Front Campus Drive. It is also available from the University of West Georgia’s web site located at [http://www.westga.edu/documents/studentHandbook2006.pdf](http://www.westga.edu/documents/studentHandbook2006.pdf). Go to the Student Services UWG website and proceed from there.

**Grade Appeals:**

A student wishing to appeal a grade(either of a graduate course or an undergraduate course taken as part of a graduate program) based upon an alleged violation of grading policy should do the following:

A. First attempt to resolve the issue with the faculty member or department staff member by appealing the decision in writing to the faculty/staff member within ten (10) business days of publication of the grade. This occurs.

B. If a student still is not satisfied with his/her final grade, unable to resolve his/her problem with the faculty or staff member, s/he may wish to write a letter concerning the problem appeal to the Chair/Head of the department in which the faculty member holds an appointment or the staff member is employed. This must be done within ten (10) business days of the decision rendered by the faculty/staff member. Note that some departments and programs have additional appeal requirements that must be satisfied before proceeding to the next level. If the professor of the student’s course is also a Department Chair, the student should appeal directly to the Dean of the college in which that faculty member holds an appointment, or to the Vice President for Academic Affairs if the professor is a Dean.

C. If a student is unable to resolve the problem with the Chair/Head of the department, or the department or program appeals committee where appropriate, s/he can then appeal in writing, within twenty (20) business days, to the Dean of the college (or the Vice president in the case of a Dean) in which the faculty member has an appointment. Next highest supervisor of the individual who made the initial decision. If it is a faculty member, the supervisor above the department chair is the dean of the respective College. If it is a nonacademic office, then the next highest supervisor is the vice president in charge of his/her division. If the dean of the college or his/her designee does not believe that the student has demonstrated that the professor violated his/her stated grading policies he/she must so inform the student in writing within twenty (20) business days of receiving the student’s written appeal.

D. If the dean of the college or his/her designee believes that the student’s written appeal has merit, based upon the issue of the faculty member’s violation of stated grading policies, then the Dean must appoint a hearing Subcommittee consisting of three faculty members from the Committee on Graduate Studies, one university official and two graduate students. The Subcommittee of COGS shall meet and elect a chair from among the six members. The chair will conduct the hearing and may participate in all deliberations, including voting.

[From the Student Handbook with slight modifications]  
**E. Procedures Governing Grade Determination Appeals.**
In order to guarantee procedural fairness to both the student and the faculty member involved, the following procedures shall guide such hearings:

1. The Subcommittee will hear the case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college dean.
2. The Subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
3. The burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
4. Both the student and faculty member shall be given an opportunity to present his or her case and to refute the case presented by the other.
5. All matters upon which a recommendation will be based must be introduced during the hearing before the Subcommittee. Recommendations shall be based solely upon such evidence.
6. Appellants who fail to appear after proper notice will have their cases heard in absentia.
7. The chairperson of the Subcommittee will submit in writing conclusions and recommendations to the Dean of the Graduate School. Vice-President for Academic Affairs.

F. If need be, within ten days of receiving the recommendations and the rendering of a decision by the dean or vice president of a unit, the student’s next option is to appeal to the Vice-President for Academic Affairs (VPAA) in the case of an appeal of a decision made by a faculty member or staff member in Academic Affairs, or to the President if the staff member is in a nonacademic unit.

G. For those who appeal to the Vice President for Academic Affairs, If a resolution of the problem is not reached at this level, the next level of appeal is to the President of the University. The appeal should must be made in writing within ten days of the rendering of the decision by the VPAA.

H. The final level of appeal is to the Board of Regents of the University System of Georgia. Once again, the appeal must be made in writing and within ten (10) business days of the rendering of the President’s decision.

For appeals of decisions made by any dean, the next level of appeal is to the Vice President for Academic Affairs, then the president, then the Board of Regents.

For appeals of decisions made by vice presidents, individuals should first appeal to the President, then to the Board of Regents if they so choose.

All academic appeals, regardless of their nature, shall be concluded no later than the following semester after cause for the appeal occurred.

Grade Appeals and grievance procedures for students who believe they have been discriminated against

A. If a student believes that his/her grade was unfair because of retaliation or discrimination on the part of the professor, he/she should first try to resolve the issue
with the professor. If the student feels uncomfortable with meeting the professor alone, the student should contact either the department Chair, so that a third party might be present during the discussion. If the student still is not satisfied with the final grade, or not satisfied that the allegation of discrimination has been resolved, he/she should do the following:

[from the Student Handbook]:
1. Discuss the grievance with the dean or director under whose jurisdiction the alleged behavior occurred. This administrative head as soon as possible will consult with those involved and attempt to resolve the student’s grievance.
2. If the matter is not resolved satisfactorily at this level, the student may present a written statement to the vice president (or comparable administrative head) under whose jurisdiction the matter falls, clearly delineating the grievance and supplying appropriate documentation. The vice president will also ask the administrative head who originally reviewed the grievance to present a written statement to justify the action taken.

Upon receipt of the written documentation, the vice president will review the grievance in consultation, if necessary, with the people involved and with the university’s Affirmative Action Officer. The vice president may choose to refer the grievance to a committee to review the case for a recommended outcome.
3. If the matter is not resolved satisfactorily at this level, the student may appeal further in writing to the President of the university, who will review all relevant documents and may consult with those who can provide useful information.
4. If the matter is not resolved satisfactorily by the President, the aggrieved student may, within ten days after the President’s decision, appeal in writing to the Board of Regents of the University System of Georgia, citing all reasons for dissatisfaction with the previous decision. (See Appendix J of the Student Handbook for a more complete statement regarding appeals to the Board of Regents.)

**Appeal of Dismissal from Graduate School**

Students wishing to appeal either denial of admission or dismissal should contact the Dean of the Graduate School in writing within ten (10) business days stating the reasons for requesting the appeal. Students who are dismissed from the Graduate School for academic reasons may appeal the dismissal to the Dean of the Graduate School. Appeals of decisions made by faculty members, other academic departmental personnel, or other university staff should be handled in this manner:

The Dean of the Graduate School will then notify the appropriate graduate program director, who shall make a recommendation to the Dean in a timely manner. The Dean will communicate his/her decision to the student. The decision of the Graduate Dean is final and students may not appeal.

B) College of Arts and Sciences
   1) Department of Geosciences
      a) Geographic Information Systems Certificate
         Request: Add
         Action: approved

      b) GEOG 5553 Geographic Information Systems
         Request: add
         Action: approved

      c) GEOG 5554 Computer Cartography
         Request: add
         Action: approved

      d) GEOG 5562 Airphoto Interpretation and Photogrammetry
         Request: add
         Action: approved

      e) GEOG 6677 Image Processing
         Request: add
         Action: approved

      f) GEOG 6753
         Request: add
         Action: approved

   2) Department of Psychology
      a) PSYC 6550 Lacanian Psychoanalysis
         Request: add
         Action: approved

      b) PSYC 9087 Teaching Practicum
         Request: add
         Action: approved

      c) PSYC 9187 Practica
         Request: add
         Action: approved

      d) PSYC 8006 Advanced Qualitative Research
         Request: add
         Action: approved

      e) PSYC 8005 Human Science Methodologies
         Request: add
         Action: approved
f) PSYC 8004 Development, Transformation, and Change
   Request: add
   Action: approved

g) PSYC 8003 Psychology, Philosophy & social Practice
   Request: add
   Action: approved

h) PSYC 8002 Studies in Mind-Body
   Request: add
   Action: approved

i) PSYC 8001 Culture and Subjectivity
   Request: add
   Action: approved

j) PSYC 8000 Consciousness and Experience
   Request: add
   Action: approved

3) Department of Sociology and Criminology
   a) Masters of Arts degree in Criminology
      Request: add
      Action: approved

*Information Items:*

A) College of Arts and Sciences
   1) Department of Mathematics
      a) MATH 5013 Numerical Analysis
         Request: Modify
         Action: approved

   2) Department of Psychology
      PSYC 7830 Invited Lectures
      Request: Modify
      Action: approved

      PSYC 7820 Workshop
      Request: Modify
      Action: approved

      PSYC 7810 Tutorial
      Request: Modify
      Action: approved
PSYC 7670 Music and the Mind  
Request: Modify  
Action: approved

PSYC 7650 Buddhist Psychology  
Request: Modify  
Action: approved

PSYC 7600 Personality and Motivation  
Request: Modify  
Action: approved

PSYC 7500 Existential Psychology  
Request: Modify  
Action: approved  
PSYC 7490 Phenomenology of Social Existence  
Request: Modify  
Action: approved

PSYC 7460 Advanced Organizational Development  
Request: Modify  
Action: approved

PSYC 7430 Cross-Cultural Communication  
Request: Modify  
Action: approved

PSYC 7250 Foundations of Psychoanalysis  
Request: Modify  
Action: approved

PSYC 7050 Consciousness Studies  
Request: Modify  
Action: approved

PSYC 7030 Introduction to Organizational Development  
Request: Modify  
Action: approved

PSYC 7020 Transpersonal Development  
Request: Modify  
Action: approved
PSYC 7003 Statistics for the Social Sciences  
Request: Modify  
Action: approved

SPED 7785 Special Studies in Special Education  
Request: Modify  
Action: approved

MATH 5013 Numerical Analysis  
Request: Modify  
Action: approved

B) The following minutes were approved by COGS and may be viewed at http://www.westga.edu/~cogs/minutes/  
    • November 15, 2006 as approved January 17, 2007.

5. Presentation

       The Committee on Alternative Dispute Resolution (as formed by a Board of Regents request) will present a PowerPoint on the results of the campus-wide Campus Culture and Climate Survey and take questions from the audience. Dianne Smith and Denise Overfield (Co-Liaisons)

6. Adjournment
Date: January 18, 2007

Call to Order: The meeting was convened in room 1-303 of the Technology-Enhanced Learning Center. Acting President (Dr.) Tim Hynes called the meeting to order at 3 p.m.

Roll Call : Alberg; Bray; Chibbaro; Fulkerson; Gainey; Hatfield (for Abbott); Hendricks, C; Hendricks, R; Holbein (for Harkins); Holland; MacKinnon; Mayer; Moffeit; Murphy (for Dole); Pencoe; Prince; Reber; Rutherford; Ware (for Wilson); Webb.

Not in Attendance: Dwight, Espinosa, Kirk, Lloyd, Morris, Mowling, Ray, Snipes,

Minutes: A motion to approve the minutes of the November 3, 2006, meeting of the Faculty Senate was made by Ware and seconded by Bray. Approved.

Action Items:

Committee I: Undergraduate Academic Program: Chair: Jeffrey Reber

Action Items:
A) College of Arts and Sciences:
   1) Dean’s Office: Global Studies program modification. Voted and approved.
   2) Dept. of Computer Science: program modification, course deletions, and course additions to satisfy ABET and accreditation. Approved.
   3) Dept. of Sociology and Criminology: program modification, course deletions, course additions. Approved.

Information Items: Modification of prerequisites, titles, and the descriptions of courses in the Department of Computer Science, College of Arts and Sciences; modification of courses and/or descriptions of courses in the Department of English and Philosophy, College of Arts and Sciences, were presented to the Faculty Senate.

Committee IX: Graduate Studies: Chair: Jack Jenkins (for Charles Clark)

Information Items:
1) COGS minutes are on-line and available for review.
Announcements:

Acting President (Dr.) Tim Hynes spoke to the issue of budgets and Chancellor Davis’ plan for funding across the university system statewide. Using the University of Delaware research, Davis is looking at the average-credit-hour product. A budget analysis of five other University System of Georgia institutions has validated our claim of continued under-funding at UWG, though Hynes is guardedly optimistic of a move to better funding as “we provide an exceptional return” for the budget here. This 30-page document will be posted online. Much discussion ensued on this issue.

Dr. Hynes addressed that this may be the time to rethink governance issues within our institution. Examples included: Should the Faculty Senate be chaired by faculty? Committee versus Senate primacy on issues? Informal versus formal discussion on future considerations on the direction of UWG?

Dr. Hynes announces that the Campus Climate Survey would be presented at the next meeting of the Faculty Senate (Feb. 2, 2007).

Dr. Hynes wished everyone in attendance an exceptional holiday!

Adjournment: Motion was made seconded by the departure of the members of the Faculty Senate at 3:25 p.m.

Respectfully submitted by Ron Reigner, Executive Secretary.
Addendum II
Course or Program Addition, Deletion or Modification Request

Department: Mathematics
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: math  Course: 4113  Title: Tech Oriented Survey of Stat

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix  Course  Title

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s)

Present or Projected Enrollment: (Students per year)  Effective Date: Fall 2007
*For a new course, one full term must pass between approval and effective date.

Grading System:  ☐ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Rationale

Math 4113 is not relevant to our students anymore. Its material is based on the use of the software Minitab, which is now introduced in other courses that use statistics. Thus there is no need to repeat the same material.
Course or Program Addition, Deletion or Modification Request

Department: Mathematics
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: math  Course: 4843  Title: Introduction to sampling

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*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix:  Course:  Title:  Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s): Math 3063

Present or Projected Enrollment: (Students per year)  Effective Date: Spring 2007

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signatures and dates]

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Rationale for Math 4843.

Math 4843 (The introduction to sampling), now replaces Math 4113 (Tech oriented Survey of Stat) in the major requirement for the program in statistics, track D.

D. Statistics track

- CORE Areas A – E
  - 24 hours
- CORE Area F - 18 hours consisting of:
  - MATH 1113 Precalculus (1 hour)
  - MATH 1634 Calculus I (1 hour)
  - MATH 2009 Sophomore Seminar (1 hour)
  - MATH 2644 Calculus II (4 hours)
  - MATH 2654 Calculus III (4 hours)
  - MATH 2853 Elementary Linear Algebra (3 hours)
  - CS 1300 Introduction to Computer Science (4 hours)
- MAJOR REQUIREMENTS (Math B.S.)
  - MATH 3003 Transition to Advanced Mathematics (3 hours)
  - MATH 3243 Advanced Calculus (3 hours)
  - MATH 4983 Senior Project (1 hour)
- MAJOR REQUIREMENTS (Track Specific)
  - CS 1301 Computer Science I (3 hours)
  - MATH 3063 Applied Statistics (3 hours)
  - Replace MATH 4113 A Technology Oriented Survey of Statistics (3 hours) by Math 4843 Introduction to Sampling (3 hours)
  - MATH 4203 Mathematical Probability (3 hours)
  - MATH 4213 Mathematical Statistics (3 hours)
  - One course chosen from:
    - MATH 4803 Analysis of Variance (3 hours)
    - MATH 4813 Regression Analysis (3 hours)
    - MATH 4823 Applied Experimental Design (3 hours)
    - MATH 4833 Applied Nonparametric Statistics (3 hours)
    - MATH 4843 Introduction to Sampling (3 hours)

TOTAL (Track Specific): 32 hours

DIRECTED ELECTIVES: 9 hours*
Three courses numbered at or above the 2000-level from one of the following lists: ACCT, ECON, FINC, MGMT, MKTG

4. BIOL, CHEM, PHYS, GEOL
5. CS
6. PHIL, PSYC, SOCI

ELECTIVES: 19 hours*

*At least eleven hours of the 28 hours of directed electives and electives must be at the 3000-level or above
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Mathematics  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☐ Library resources are adequate  
☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

CS 1300  
INTRODUCTION TO COMPUTER SCIENCE  
3 / 2 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s)  
Math 1113

Co-requisite

Present or Projected Enrollment:  
(Students per year)

Effective Date*: Spring 2007  
Term/Year

Grading System:  
☐ Letter Grade  
☐ Pass/Fail  
☐ Other

Approval:

Department Chair  
Date

Dean of College  
Date

Chair of TEAC (if teacher prep. program)  
Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  
Date

Chair, Committee on Graduate Studies  
Date

Vice President for Academic Affairs  
Date

Revised 1/09/02
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Mathematics  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix | Course | Title
---|---|---

Action
- [ ] Course
- [ ] Program
- [ ] Modify
- [ ] Add
- [ ] Delete

Credit
- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

Frequency
- [ ] Every Term
- [ ] Yearly
- [ ] Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total
- CS 1301 COMPUTER SCIENCE I 2 / 2 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Math 1112 or Math 1113 and CS1300

Present or Projected Enrollment: (Students per year) Fall 2007

*For a new course, one full term must pass between approval and effective date.

Grading System:  [ ] Letter Grade  [ ] Pass/Fail  [ ] Other

Effective Date*: Spring 2007

Term/Year

Approval:

[Signature] 10/5/06  Department Chair  Date

Department Chair (if cross listed)  Date

Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signature] 01/25/07  Chair, Undergraduate Academic Programs Committee  Date

Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Rationale

Our students are required to take two courses CS1301 and CS1302. In fall 2005, the Computer Science department added a new course CS1300 and made it the prerequisite for CS1301. Our students must now take CS1300 and CS1301 instead of CS1301 and CS1302.
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Action</th>
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- ☑ Modify  ☑ Add  ☐ Delete  
- ☑ Undergraduate  
- ☑ Every Term  
- ☐ Yearly  
- ☐ Other

☐ Library resources are adequate
☐ Library resources need enhancement

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Proposed Course Catalog Listing: (For new courses or for modification)

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Catalog Description: New courses must attach course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies:

New admission statement: "To be admitted into the B.S. program in Sociology, students must first complete 40 credit hours of Core Areas A-E with a cumulative GPA of 2.0 or better, AND have earned a satisfactory grade on both the Regents Reading Exam and the Regents Essay Exam."

Prerequisite(s):

Present or Projected Enrollment: (Students per year)  
* For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall 2007

Grading System:  
☐ Letter Grade  
☐ Pass/Fail  
☐ Other

Approval:

Department Chair  13 Nov 06

Dean of College  DEC 19 2006

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date

Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
# Course or Program Addition, Deletion or Modification Request

**Department:** Sociology and Criminology  
**College:** College of Arts & Sciences

## Current course catalog listing: (for modifications or deletions)

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*Variable credit must be explained*

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate  
- [ ] Library resources need enhancement

---

### Proposed Course Catalog Listing: (For new courses or for modification)

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<tr>
<th>Prefix</th>
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**Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):**

New admission statement: "To be admitted into the B.S. program in Criminology, students must first complete Core Areas A-E with a cumulative GPA (including all transfer credit) of 2.5 or better AND have earned a satisfactory grade on both the Regents Reading Exam and the Regents Essay Exam."

**Prerequisite(s):**

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### Present or Projected Enrollment:  
(Students per year)  
Effective Date:  
(Year/Term)

**Grading System:**  
- [ ] Letter Grade  
- [ ] Pass/Fail  
- [ ] Other

**Approval:**

<table>
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**Chair of TEAC (if teacher prep. program):**

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).  

<table>
<thead>
<tr>
<th>Chair, Undergraduate Academic Programs Committee</th>
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**Vice President for Academic Affairs:**

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- Library resources are adequate
- Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Add the following statement to the Sociology undergraduate program: No more than a total of nine (9) hours of directed research, directed readings, and senior thesis credits may be applied toward the degree.

Prerequisite(s)

Present or Projected Enrollment: (Students per year)

*For a new course, one full term must pass between approval and effective date.

Effective Date: Fall 2007 Term/Year

Grading System: □ Letter Grade □ Pass/Fail □ Other

Approval:

Department Chair: [Signature] [Date]

Dean of College: [Signature] DEC 19 2006

Chair of TEAC (if teacher prep. program): Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee: [Signature] [Date]

Chair, Committee on Graduate Studies: Date

Vice President for Academic Affairs: Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Geosciences  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)
Prefix GEOC Course 4010  Title The Economic Geography of Resources

Action

☑ Course  □ Program
☐ Modify  ☐ Add  ☑ Delete
☐ Credit  □ Number  □ Title  □ Description  □ Other

Credit

☑ Undergraduate
☐ Graduate
☐ Other*

*Variable credit must be explained

Frequency

☐ Every Term
☐ Yearly
☑ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix  Course  Title

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s)

Present or Projected Enrollment: (Students per year)  Effective Date*: Fall 2007

*For a new course, one full term must pass between approval and effective date.

Grading System:  ☐ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair  12-6-06

Dean of College  DEC 1 9 2006

Chair of TEAC (if teacher prep. program)  Date

Final Approval:  Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
COURSE MODIFICATION

OF

GEOG 4010 THE ECONOMIC GEOGRAPHY OF RESOURCES

Rationale
This course has not been taught for years, is not central to any Geography degree program, and, due to a lack of qualified and interested personnel, will not be offered in the future.

Modification
We propose to delete this course from the program.
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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*Variable credit must be explained

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<td>□ Other</td>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

✔️ Library resources are adequate
□ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<td>GEOG</td>
<td>4013</td>
<td>Globalization</td>
<td>3 / 0 / 3</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course offers a survey and analysis of the multiple dimensions (economic, political, cultural, environmental, urban, ideological) of globalization and its role in shaping contemporary world geographies. The course will situate globalization in the context of capitalism's historical and geographical development and will focus on the changes and processes that have shaped world geographies since the late 1990s. Students will acquire both empirical and theoretical understandings by studying competing concepts and explanations of globalization and its impacts and applying them to current day events and issues.

Prerequisite(s) GEOG 1013 (World Geography) or consent of instructor.

Present or Projected Enrollment: 25 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ✔️ Letter Grade □ Pass/Fail □ Other

Effective Date*: Fall /2007

Approval:

[Signatures of Department Chair, Dean of College, and Chair of TEAC (if teacher prep. program)]

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signature of Chair of Undergraduate Academic Programs Committee]

Revised 1/09/02
COURSE ADDITION

OF

GEOG-4013 GLOBALIZATION

RATIONALE
This advanced seminar course will be offered yearly and focus on the set of processes ("globalization") shaping both local places and global systems. The course will develop students' capacities to integrate and apply their human geographic knowledge and skills to understand and explain contemporary world geographies. As such it will be a requirement of students pursuing the BS Degree in Geography along the Human Geography track. At least two present faculty members are qualified to teach the course.

COURSE DESCRIPTION
This course offers a survey and analysis of the multiple dimensions (economic, political, cultural, environmental, urban, ideological) of globalization and its role in shaping contemporary world geographies. The course will situate globalization in the context of capitalism's historical and geographical development and will focus on the changes and processes that have shaped world geographies since the late 1960s. Students will acquire both empirical and theoretical understandings by studying competing concepts and explanations of globalization and its impacts and applying them to current day events and issues.

COURSE LEARNING OBJECTIVES/OUTCOMES

- Define, describe, and classify key concepts, major theories of globalization;
- Summarize and assess the merits and limits of the major theories;
- Summarize empirical conclusions of and about globalization in contemporary geographical and broader scholarship;
- Identify the ways in which globalization has affected contemporary world geographies;
- Apply learned concepts and theories to explain the role of globalization in shaping contemporary world geographies;
- Develop capacity to analyze current geographical events in the context of historical geographical trends and international systems;
- Apply foundational concepts in geography (space, place, scale, etc.) as well as basic geographic methods and theories to evaluate globalization and its impacts.

COURSE TEXTS (READINGS DRAWN FROM THESE)


**OTHER RESOURCES**


**GRADING SCHEME**

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<tr>
<td>Global issues II</td>
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<tr>
<td>Debating globalization</td>
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<td>Exam 2</td>
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**LETTER GRADES**

A  90-100  
B  89-80  
C  79-70  
D  69-60  
F  59-0  

**READING ASSIGNMENTS**

There will be multiple “reading assignments” over the course of the term. Each time you are assigned to read anything other than the textbook, you will fill out a Reading Guide. The Reading Guide is designed to help you take notes on the reading and record your reactions, thoughts, and questions about it. This, in turn, will aid you during class lectures and discussions, and it will improve your comprehension and retention of the text. I will randomly collect Reading Guides (about 6-8 times) over the course of the term and will evaluate them. This will constitute your “reading assignment” grade for the course.
GLOBAL ISSUES ASSIGNMENTS
There are three of these over the course of the term. The idea is for you to engage with the different globalization-related topics and perspectives introduced in the course by applying them to actual events or processes. For example, you might read about the impact of a recent ruling of the World Trade Organization on Georgia cotton growers and realize that it reflects a particular political aspect of globalization. Each assignment will involve a 3-5 page paper, a hard copy of the article or a clear and detailed description of your own observation, news/radio broadcast (i.e., of the medium through which you became aware of the issue), and a discussion of how particular concepts or perspectives relate to your example.

DEBATING GLOBALIZATION
This will occur during the last class meeting and will involve students’ presentations of their own perspectives and questions about “globalization.” Each student will compose and orally present a 4-6 page argument (typed and double-spaced) “for” or “against” globalization and/or particular aspects of it. Students will be required to ground their arguments in, and draw upon, readings, videos, and class discussions.

EXAMS
There will be two exams. Each one will evaluate your understanding of material both in class as well as the assigned reading. Exams will consist of different types of questions, the variety of which will require that you acquire a competency in both the factual content of the course and the different analytical perspectives we cover.

The exam make-up policy is simple and clear: Every student is expected to take each exam on its scheduled day. An exam cannot be made-up unless you have a University sanctioned excuse (religious holiday, representing UWG at an official function, and a verified emergency and/or illness). I will give make-up exams only to those with excused absences.

SAMPLE COURSE SCHEDULE

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<th>Day</th>
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<th>Reading</th>
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<td>Introduction</td>
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<td>August</td>
<td>23</td>
<td>Conceptualizing globalization</td>
<td>What is globalization?</td>
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<td>Social construction of markets</td>
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<td>August</td>
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<td>Political economic orientations</td>
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<td>Origins of capitalism</td>
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<td>The capital accumulation process</td>
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<td>September</td>
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<td>Economic dimensions of globalization</td>
<td>Overview</td>
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<td>TNCs and global commodity chains</td>
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<td>Overview</td>
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<td>The politics of globalization</td>
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<td>18</td>
<td>Ecological dimensions of globalization</td>
<td>Overview</td>
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<td>Water, property, and global profits</td>
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<td>Specific topics II</td>
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<td>8</td>
<td>Specific topics III</td>
<td>American South</td>
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<td>Challenging, resisting, and critiquing globalization</td>
<td>Challenges from the Global South</td>
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<td>On the streets and at the table</td>
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<td>22</td>
<td>NO CLASS—Thanksgiving Holiday</td>
<td>Porto Alegre (World Social Forum)</td>
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<tr>
<td>November</td>
<td>29</td>
<td>Reactions and projections on/of globalization</td>
<td>Neoliberalism on trial</td>
</tr>
<tr>
<td>December</td>
<td>6</td>
<td>Final Exam (5:30-7:30)</td>
<td>Why globalization works</td>
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Steger 1, Wolf(a)
Steger 2; Hobsbawm; Yergin and Stanislaw
Yates (pp. 120-142); MacEwan(a) (pp. 31-42)
Wood
Yates (pp. 168-170)
MacEwan(a) (pp. 99-142)
Steger 3
Dicken (pp. 10-25 and 198-212); Lynn
Leysan; Strange
Porter and Sheppard; Dicken (pp. 144-49, 155-157), WTO READING
Stiglitz(a); Stiglitz(b); MacEwan(b)
Steger 4
Steger 5 (excluding pp. 86-92)
Steger 6; Faux(b); Longworth; Piven and Cloward
Barber(a); Barber(b); Saul
Mathews; Naidoo; The Economist (a); The Economist (b)
Tomlinson; Cobb
Bandara; Pasha; Titi; Rushdie
Steger (pp. 86-92); WCED
Davidson; Sachs
Barlow and Clarke, Forero, Luoma
Shiva(a), Friedmann, Villagomez, Schwind
Herod, Swesney, Sen, Platt
Cevanis, Eckes, Mohl, Glassmeier and Leichenko
Steger 7
The Economist(c), Massing
Faux(e), WSF
Haney
Wolf(b)
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GEOG</td>
<td>Culture, Space, and Place</td>
</tr>
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</table>

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

**Credit**
- Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

**Frequency**
- [ ] Every Term
- [ ] Yearly
- Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<tr>
<td>GEOG</td>
<td>4503</td>
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**Catalog Description**

New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For XXXX/XXXX courses please highlight the additional work required for graduate credit and the differences in grading policies.

This seminar explores cultural geography from a critical perspective. Students are asked to consider the relationship between culture and development, post-colonial cultural theory, gender and race, feminist theory, cultural hybridity and globalization, and the new cultural spaces of the 21st century. The focus is upon identifying the geographical dimensions of conflict underlying the construction of culture, understanding culture as a discursive project, and appreciating culture as a power relationship.

**Prerequisite(s)**

GEOG 2503 or consent of instructor.

**Present or Projected Enrollment**: 20 (Students per year)

*For a new course, one full term must pass between approval and effective date.

**Grading System**:  Letter Grade

**Effective Date**: Fall / 2007

Approval:

- [Signature]
  Date: DEC 19 2006

Chair of TEAC (if teacher prep. program)

**Final Approval**: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

- [Signature]
  Date: 01/31/07

Chair, Undergraduate Academic Programs Committee

**Vice President for Academic Affairs**

Revised 1/09/02
GEOG 4503 CULTURE, SPACE, AND PLACE
Course Description

This seminar explores cultural geography from a critical perspective. Students are asked to consider the relationship between culture and development, post-colonial cultural theory, gender and race, feminist theory, cultural hybridity and globalization, and the new cultural spaces of the 21st century. The focus is upon identifying the geographical dimensions of conflicts underlying the construction of culture, understanding culture as a discursive project, and appreciating culture as a power relationship.

Course Objectives

1. To develop critical awareness of the role of culture in the contemporary world
2. To facilitate an appreciation of the role of cultural theory in geographical thought and its application to current geographical analysis
3. To build upon foundation concepts in cultural geography and to encourage new capacities for application of cultural geography’s methods and theories in a post-modern world

Learning Outcomes

- Students will be able to identify the major trends of cultural theory in cultural geography concepts
- Students will be able to explain how culture is a constructed concept and why it is often a contested issue
- Students will be able to identify the pertinent literature in cultural geographical studies
- Students will be able to describe some of the ways in which culture influences human geography

Assessment

Student participation........ 25%
Student presentation......... 25%
Final Exam................... 25%
Position Papers.............. 25%

Grades
A>90
B=80-89
C=70-79
D=60-69
F=<60

Text Books:
# LECTURE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Contents</th>
<th>Exercise</th>
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<tbody>
<tr>
<td>1-3</td>
<td>What is Culture?</td>
<td>Reading Mitchell Ch. 1,2,3; Duncan et al Ch 1-9</td>
</tr>
<tr>
<td>4</td>
<td>Culture as a Construction: Film-The Truman Show</td>
<td>Position Paper #1;</td>
</tr>
<tr>
<td>5-6</td>
<td>Decoding Cultural Landscapes</td>
<td>Mitchell Ch. 4, Duncan et. al Ch22-26; Position Paper #2</td>
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<tr>
<td>7</td>
<td>Culture and Nature</td>
<td>Duncan Ch 10-14</td>
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<td>8-10</td>
<td>Culture and Identity</td>
<td>Mitchell Ch 5-9; Duncan Ch. 15-21; Position Paper #3</td>
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<td>11-12</td>
<td>Colonial and Post Colonial Geographies: Cultural Hybridity: Film-Monsoon Wedding</td>
<td>Duncan Ch. 29-32; Position paper #4</td>
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<td>13</td>
<td>Student Presentations</td>
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<tr>
<td>14</td>
<td>Student Presentations</td>
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</tr>
<tr>
<td>15</td>
<td>Conclusions: Revisiting Cultural Theory and Definitions</td>
<td>Position paper #5</td>
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<td>FINAL EXAMINATION</td>
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Course or Program Addition, Deletion or Modification Request

Department: Geosciences  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<td>☐ Other</td>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<tr>
<td>GEOG</td>
<td>2253</td>
<td>Geographies of Economic Development</td>
<td>3 / 0 / 3</td>
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</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 2XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course explores the process of economic development under conditions of globalization. The focus is upon development theory, development and underdevelopment, debt and indebtedness, the construction of "The Third World", and the creation of economic dependency. Special attention is paid to "developing" areas of the world, including Latin America, the Caribbean, Africa, South Asia, and others, where regionalized and national economic development theories, developed in the post World War II era, have subsequently challenged the so-called Washington Consensus and American development discourses.

Prerequisite(s) None.

Present or Projected Enrollment: 45  (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Effective Date*: Fall 2007  Term/Year

Approval:

Department Chair: [Signature]  Date: 12/06/06

Dean of College: [Signature]  Date: 01/29/06

Chair of TEAC (if teacher prep. program): Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee: Date  Chair, Committee on Graduate Studies: Date

Vice President for Academic Affairs: Date

Revised 1/09/02
GEOG 2253 GEOGRAPHIES OF ECONOMIC DEVELOPMENT

Course Description

This course explores the process of economic development under conditions of globalization. The focus is upon development theory, development and underdevelopment, debt and indebtedness, the construction of "The Third World", and the creation of economic dependency. Special attention is paid to "developing" areas or the world, including Latin America, the Caribbean, Africa, South Asia, and others, where regionalized and national economic development theories developed in the post World War II era which have subsequently challenged the so-called Washington Consensus and American development discourses.

Course Objectives

1. To develop critical awareness of the role of economic development in the underdevelopment process
2. To be critical of development discourse in contemporary economic development studies
3. To facilitate an appreciation of the role of alternative development discourses in geographical analysis
4. To develop, within the student, a capacity to analyze current economic development themes in context of historical trends and international systems
5. To build upon foundation concepts in economic geography and to encourage new capacities for application of economic geography's methods and theories in a post-modern world

Learning Outcomes

- Students will be able to identify the major trends in economic development theory
- Students will be able to explain how economic development theory creates a different context for understanding the experience of developing nations
- Students will be able to identify how "developing" areas or the world, including Latin America, the Caribbean, Africa, South Asia, and others, have challenged economic development theories developed in the post World War II era which challenged the so-called Washington Consensus and American development discourses.

Assessment

Student participation........ 25%
Student presentation........ 25%
Final Exam..................... 25%
Final paper.................... 25%

Grades
A>90
B=80-89
Text Books:


The course text will also include a series of articles compiled into a reader.

**LECTURE OUTLINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Exercise</th>
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<tbody>
<tr>
<td>1-2</td>
<td>What is Development?</td>
<td>Reader, Article #1</td>
</tr>
<tr>
<td>3</td>
<td>What Do we Mean by Underdevelopment</td>
<td>Gwynne et. al. Chapter 1-2; Schecht Ch; Schecht, 1-2</td>
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<td>4-5</td>
<td>Globalization and Development</td>
<td>Gwynne et. al Ch 3; Schecht Ch. 4; Gwynne et. al Ch 7-11</td>
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<td>6</td>
<td>Feminism and Development</td>
<td>Schecht Ch. 4: Reader Articles 2-6</td>
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<td>7</td>
<td>Alternative Experiences of Capitalism</td>
<td>Gwynne et. al. Chapters 4-6; Reader Articles 6-9</td>
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<tr>
<td>8-9</td>
<td>Development and Nationalism</td>
<td>Schecht et. al Ch. 5; Gwynne et al. Ch 12-13</td>
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<tr>
<td>10-11</td>
<td>Human Rights, Technologies and Development Agendas: A Critique</td>
<td>Gwynne et. al Ch. 14; Schecht et. al Ch. 6-7</td>
</tr>
<tr>
<td>12-13</td>
<td>Student Presentations</td>
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<td>14</td>
<td>Conclusion to Course</td>
<td>Final Paper Due</td>
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Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<th>Prefix</th>
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*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

GEOG 2553 Fundamentals of Mapping Science

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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<td>GEOG</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s)

Present or Projected Enrollment: 30 (Students per year)

Effective Date*: Fall 2007

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

[Signatures and dates]

Department Chair (if cross listed)

Dean of College (if cross listed)

[Signatures and dates]

Chair of TEAC (if teacher prep. program)

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Committee on Graduate Studies

[Signature and date]

[Signature and date]

Vice President for Academic Affairs

[Signature and date]

Revised 1/09/02
New Course

Proposed Name: Fundamentals of Mapping Science
Proposed Course Number: GEOG 2553
Proposed Prerequisites:
Proposed Credit Hours: 3

RATIONALE

Along with the development of geospatial technologies, the mapping sciences field has changed dramatically during the last decade. Specifically, geospatial technologies such as geographic information systems (GIS), remote sensing, aerial photography, photogrammetry, global positioning systems (GPS), and the Internet have revolutionized the system of spatial data collection, visualization, map design, and map production. In order to be comparative and skillful in the geospatial science field, students must know various knowledge and techniques on (1) map making, map reading and mapping sciences, (2) manipulating and analyzing spatial data, (3) map design, and (4) advanced geospatial data handling and spatial analyses. The proposed course will serve for providing students with primary knowledge and techniques on map making, map reading, and mapping sciences.

DESCRIPTION

1. Objectives

This course intends to provide students with the fundamentals of mapping science, map reading and introductory geospatial technologies. After finishing this course successfully, students should be able to:

- describe the importance of maps in our society
- describe the shape of the Earth and geographic coordinate systems
- describe map projections and spatial reference systems used on various maps
- measure distance, azimuth, area, volume, and perimeter with map scale
- interpret map symbols correctly
- summarize spatial data
- analyze spatial patterns with maps
- analyze spatial associations with maps
- use GPS for field data collection
- use basic GIS techniques
- use basic remote sensing techniques, and
- use basic airphoto and photogrammetric techniques

2. Grading Policies

This course will be graded using the A-F scale.

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
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<td>Total</td>
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3. Course Numbering and Credit Hours

It is reasonable to offer this course at the 2000 level with the course number of GEOG 2553 because the proposed course is the foundation of GIS (GEOG 4553). Three (3) credit hours are appropriate for this class, where three (3) hours per week is composed of lectures and hands-on exercises.

4. Course Outlines

<table>
<thead>
<tr>
<th>Week</th>
<th>Contents</th>
<th>Exercises</th>
<th>Other</th>
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<tbody>
<tr>
<td>1</td>
<td>Maps and Society</td>
<td>Earth and Maps</td>
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<tr>
<td>2</td>
<td>Mapping the Earth</td>
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<td></td>
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<tr>
<td>3</td>
<td>Coordinate Systems</td>
<td>Mapping Land</td>
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<tr>
<td>4</td>
<td>Land Partitioning Systems</td>
<td>Properties</td>
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<td>5</td>
<td>Map Scale and Measurements</td>
<td>Field Techniques</td>
<td>Exam 1</td>
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<td>6</td>
<td>Map Symbols</td>
<td>with Maps</td>
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<td>7</td>
<td>Summarizing Spatial Data</td>
<td>Analyzing Spatial</td>
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<tr>
<td>8</td>
<td>Analysis of Spatial Patterns</td>
<td>Pattern with Maps</td>
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<tr>
<td>9</td>
<td>Analysis of Spatial Relationships</td>
<td>GPS Set-up and Field</td>
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<tr>
<td>10</td>
<td>GPS and Field Techniques</td>
<td>Data Collection</td>
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<tr>
<td>11</td>
<td>Basic GIS Techniques</td>
<td>Getting to Know GIS</td>
<td>Exam 2</td>
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<tr>
<td>12</td>
<td>Basic Remote Sensing Techniques</td>
<td>and Remote Sensing</td>
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<tr>
<td>13</td>
<td>Basic Airphoto and Photogrammetry</td>
<td>Working with</td>
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<tr>
<td>14</td>
<td>Introduction to Internet Mapping</td>
<td>Internet Photo Maps</td>
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<td>15</td>
<td>Introduction to 3-D Mapping</td>
<td>Viewing in 3-D and</td>
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</tr>
<tr>
<td>16</td>
<td>Introduction to Map Publications</td>
<td>Digital Publication</td>
<td>Exam 3</td>
</tr>
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</table>

5. Texts

Various texts are available for this course. Examples are as follows:


6. Other resources

The Geosciences department has various resources including GIS lab, GPS units, paper maps, ESRI ArcGIS university-wide software site license, digital maps, digital data, and various software packages. This course will be taught in the GIS lab which has hardware and software. Current library resources are sufficient.

7. Graduate Level Requirement

N/A

8. Bulletin Description

An introduction to mapping and geospatial sciences. Topics include map projections, land partitioning systems, map reading, map analysis, GPS, map making, and
introductory GIS and remote sensing. This course will guide students to mapping sciences and emerging geospatial technologies.

9. Impact to Other Programs
   This course will be required to all geography major students. No impact to other departments.
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
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<th>Prefix</th>
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<th>Title</th>
<th>Hours</th>
<th>Lecture/Lab/Total</th>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)
GEOG 4562 Airphoto Interpretation and Photogrammetry 4 / 0 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s) GEOG 4553, or Instructor Permission

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall 2007
*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

[Signature] 12/6/06

Department Chair Date

[Signature] DEC 19 2006

Department Chair (if cross listed) Date

Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signature] 01/25/07

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
New Course

Proposed Name: Airphoto Interpretation and Photogrammetry
Proposed Course Number: GEOG 4562
Proposed Prerequisites: GEOG 4553 or instructor permission
Proposed Credit Hours: 4

RATIONALE

With the development of Geospatial data collection equipments, more and more high-resolution digital aerial photos are available. Measuring and interpretation directly on high resolution images are more and more popular and important. For example, the Georgia State Department of Transportation (GA DoT) monitors urban growth with high-resolution (two meter) digital aerial photos. Those photos are taken annually or biannually. The Carroll County (http://qpublic.net/ga/carroll/index.html) also monitors land parcels with high-resolution aerial photos. Many GIS applications use airphotos as back-drop map for constructing various layers on top of them. It is essential to acquire knowledge and techniques on aerial imagery. This course will serve for providing students with knowledge and techniques on photogrammetry and airphoto interpretation.

DESCRIPTION

1. Objectives
   This course intends to provide students with advanced knowledge and techniques on photogrammetry and airphoto interpretation. After finishing this course successfully, students should be able to:
   + enhance colors of aerial photos
   + fix geometric distortions in aerial photos
   + produce orthophotos
   + interpret elevation and produce DEM from stereo-pair images
   + interpret ground targets including man-made features, geologic features, and vegetation
   + make maps from aerial interpretation

2. Grading Policies
   This course will be graded using the A~F scale.
   - Exams 40%
   - Exercises and Assignments 60%
   Total 100%

3. Course Numbering and Credit Hours
   It is reasonable to offer this course at the 4000 level with the course number of GEOG 4562 because this course provides not only a step stone to GEOG 4564 (Image Processing), but also a perspective view on various geographic phenomena. Four (4)
credit hours are appropriate for this class, where four (4) hours per week is composed of lectures and exercises.

4. Course Outlines

<table>
<thead>
<tr>
<th>Week</th>
<th>Contents</th>
<th>Exercises</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Photogrammetry</td>
<td>Airphoto Geometry</td>
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</tr>
<tr>
<td>2</td>
<td>Airphoto Geometry</td>
<td>Measurement with Photos</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Digital Photogrammetry</td>
<td>Orthophoto Generation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Orientation</td>
<td>3-D Stereoscopy</td>
<td>Exam 1</td>
</tr>
<tr>
<td>5</td>
<td>Adjustment</td>
<td>Stereoscopy</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Orthophoto</td>
<td></td>
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<td>7</td>
<td>3-D Stereoscopy</td>
<td></td>
<td></td>
</tr>
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<td>8</td>
<td>Enhancing Digital Photos</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Airphoto Interpretation Methods</td>
<td>Interpretation</td>
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<td>10</td>
<td>Interpretation of Color Infrared Photos</td>
<td>Interpretation</td>
<td>1</td>
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<td>11</td>
<td>Interpretation of Radar Imagery</td>
<td>Interpretation</td>
<td>2</td>
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<tr>
<td>12</td>
<td>Interpretation with Multiple Images</td>
<td>Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Land Use Land Cover Interpretation</td>
<td>Interpretation</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Interpreting Atmosphere &amp; Water Resources</td>
<td>Interpretation</td>
<td>Exam 2</td>
</tr>
<tr>
<td>15</td>
<td>Interpretation of Earth Surface Phenomena</td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Environmental Monitoring &amp; Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Texts

Various texts are available for this course. Examples are as follows:


6. Prerequisites

GEOG 4553 or instructor permission is required as a prerequisite. Instructor permission is needed to help the graduate-level, non-degree program students or other major students with sufficient prior knowledge on mapping sciences.

7. Other resources

Existing lab and library resources are sufficient. No additional resources are needed.

8. Graduate Level Requirement

Research project required.

9. Bulletin Description
Study on airphoto interpretation and photogrammetry. Topics include digital airphotos, correcting airphoto distortions, orthophoto generation, stereoscopy and DEM generation, airphoto interpretation techniques, and mapping with airphotos.
**Course or Program Addition, Deletion or Modification Request**

**Department:** Geosciences  
**College:** College of Arts & Sciences

**Current course catalog listing:** (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Frequency</th>
<th>Hours: Lecture/Lab/Total</th>
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<td>☐ Delete</td>
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<td>☑ Every Term</td>
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<td>☑ Title</td>
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<td>☑ Yearly</td>
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<td>☑ Other*</td>
<td>☐ Other*</td>
<td>☐ Other</td>
<td>☑ Variable credit must be explained</td>
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</tbody>
</table>

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- ☑ Library resources are adequate
- ☐ Library resources need enhancement

---

**Proposed Course Catalog Listing:** (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG</td>
<td>4753</td>
<td>Advanced GIS and Spatial Analysis</td>
<td>4 / 0 / 4</td>
</tr>
</tbody>
</table>

**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

---

**Prerequisite(s)** GEOG 4553, or Instructor Permission

**Present or Projected Enrollment:** 20 (Students per year)  
**Effective Date**: Fall / 2007

- **Grading System:** ☑ Letter Grade  
- ☐ Pass/Fail  
- ☐ Other

---

**Approval:**

- Department Chair: [Signature]  
- Date: 12-6-06
- Dean of College: [Signature]  
- Date: DEC 19 2006

**Chair of TEAC (if teacher prep. program):** Date

---

**Final Approval:** Submitted by College/Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

- Chair, Undergraduate Academic Programs Committee: [Signature]  
- Date: 12-5-07
- Chair, Committee on Graduate Studies: [Signature]  
- Date: Date

---

**Vice President for Academic Affairs:** Date

Revised 1/09/02
New Course

Proposed Name: Advanced GIS and Spatial Analysis
Proposed Course Number: GEOG 4753
Proposed Prerequisites: GEOG 4553 or Instructor Permission
Proposed Credit Hours: 4

RATIONALE

The rapidly-changing geospatial sciences field asks students to prepare dynamic knowledge and skills in their programs of study. In addition to introductory GIS classes, many universities provide advanced GIS and spatial analysis classes in their GIS concentrations. The following are some examples:

<table>
<thead>
<tr>
<th>University</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Georgia</td>
<td>GEOG 4470</td>
<td>Geographic Analysis and GIS</td>
</tr>
<tr>
<td></td>
<td>GEOG 4375</td>
<td>GIS Applications in Agriculture</td>
</tr>
<tr>
<td>Gainesville State</td>
<td>GISC 4470</td>
<td>Spatial Analysis in GIS</td>
</tr>
<tr>
<td>University</td>
<td>GISC 4500</td>
<td>Application Development in GIS</td>
</tr>
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<td>Kennesaw State</td>
<td>GEOG 4505</td>
<td>Advanced GIS (GIS II)</td>
</tr>
<tr>
<td>University</td>
<td>GEOG 4415</td>
<td>Practicum in GIS</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>GEOG 4534</td>
<td>Advanced GIS</td>
</tr>
<tr>
<td></td>
<td>GEOG 4536</td>
<td>Internet GIS and Visualization</td>
</tr>
</tbody>
</table>

This course will serve for providing students with advanced knowledge and techniques on GIS and spatial data analysis. Students need to take this course after taking GIS and Remote Sensing courses.

The Geosciences department has various resources including GIS lab, GPS units, paper maps, ESRI ArcGIS university-wide software site license, digital maps, digital data, and various software packages. No library resources are needed for this class.

DESCRIPTION

1. Objectives

This course intends to provide students with advanced knowledge and techniques in GIS and spatial data analysis. After finishing this course successfully, students should be able to:

- describe how to implement enterprise GIS applications
- use spatially-enabled relational databases for managing geospatial datasets
- implement and deploy Internet GIS applications
- analyze spatial pattern and process with geostatistical methods
- find spatial problems and apply GIS techniques to help spatial decision making
- summarize and present GIS research results
2. Grading Policies
   This course will be graded using the A~F scale.
   Exams 45%
   Exercises 35%
   Project/Presentation 20%
   Total 100%

3. Course Numbering and Credit Hours
   It is reasonable to offer this course at the 4000 level with the course number of GEOG 4753 because the proposed course is a capstone course in the GIS concentration program. Three (4) credit hours are appropriate for this class, where four (4) hours per week is composed of lectures, hands-on exercises, student research and presentations.

4. Course Outlines

<table>
<thead>
<tr>
<th>Week</th>
<th>Contents</th>
<th>Exercises</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enterprise GIS Applications</td>
<td>Advanced handling of Spatial Data</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Spatially-enabled RDBMS</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>GIS DB Schema</td>
<td>Geodatabases</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Attribute DB Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>GIS Data Sources with SRDBMS</td>
<td>Geocoding and Network Analysis</td>
<td>Exam 1</td>
</tr>
<tr>
<td>6</td>
<td>H/W and S/W Issues in GIS</td>
<td>Advanced Field</td>
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</tr>
<tr>
<td>7</td>
<td>Mobile GIS</td>
<td>Survey with ArcPAD</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Organizational Issues</td>
<td>Internet GIS</td>
<td></td>
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<tr>
<td>9</td>
<td>Fundamentals of Internet GIS</td>
<td>Implementation</td>
<td></td>
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<tr>
<td>10</td>
<td>Location-Based Services (LBS)</td>
<td>Geostatistics and GIS Modeling</td>
<td>Exam 2</td>
</tr>
<tr>
<td>11</td>
<td>GIS and Geostatistics</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Advanced GIS Modeling</td>
<td>3-D Visualization</td>
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<tr>
<td>13</td>
<td>Advanced GIS Data Editing</td>
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<td>14</td>
<td>Advanced 3-D Visualization</td>
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<tr>
<td>15</td>
<td>Student Project Development</td>
<td>Project Development</td>
<td>Exam 3 Presentation</td>
</tr>
<tr>
<td>16</td>
<td>Student Project Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Texts
   Various texts are available for this course. Examples are as follows:

6. Prerequisites
   Because this is an advanced course in GIS, GEOG 4553 (GIS) is required as a prerequisite. Instructor permission is needed to help the graduate-level, non-degree program students or other major students with sufficient prior knowledge on GIS.
7. Other resources
   Current resources are sufficient.

8. Graduate Level Requirement
   More weight will be given to the research project in grading the performance of graduate students.

9. Bulletin Description
   An advanced course in GIS and geospatial data analysis. Topics include enterprise GIS applications, spatially-enabled RDBMS, advanced issues in GIS, organizational issues, GIS modeling, geostatistics, and contemporary geospatial techniques. Project required.
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>B.S. Recreation</th>
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<th>Credit</th>
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</tbody>
</table>

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>B.S. Recreation</th>
<th>Hours: Lecture/Lab/Total</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) 

Present or Projected Enrollment: (Students per year) ☐ Letter Grade ☐ Pass/Fail ☐ Other

Effective Date*: Spring 2007

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair Date: Sept 5, 2006

Dean of College Date: 1/25/07

Chair of TEAC (if teacher prep. program) Date: 

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date: 

Chair, Committee on Graduate Studies Date: 

Vice President for Academic Affairs Date: 

Revised 1/09/02
September 9, 2006

To: Faculty Governance Council

From: Deb Jenkins, Interim Chair
      Department of Physical Education and Recreation

Re: SPMG Option Modification

Rationale: The advising sheets currently being used are not up to date and have not been approved. This request is to align the current program sheets with the University catalog. Since all other programs require a 2.5 GPA to be admitted, the prerequisite change “Overall GPA of 2.5” will align the Sport Management option with other programs in the College of Education.

Current

Professional Content (42 hours)
SPMG 3660  
SPMG 3661  
SPMG 3662  
SPMG 3663  
SPMG 3664  
SPMG 3670  
SPMG 4665  
SPMG 4667  
SPMG 4685  
SPMG 4685  
SPMG 4686

Proposed

Professional Content (42 hours)
SPMG 3660  
SPMG 3661  
SPMG 3662  
SPMG 3663  
SPMG 3664  
SPMG 3665  
SPMG 3670  
SPMG 4665  
SPMG 4667  
SPMG 4668  
SPMG 4686

CHANGES
SPMG 3662 was added to the program.
SPMG 4660 was deleted.
SPMG 4670 was incorrectly listed and should have been SPMG 3670.
SPMG 4685 was added to include the following courses: SPMG 3665 and SPMG 4668.
Advising Sheet for the B.S. in Recreation Option in Sport Management.

BACHELOR OF SCIENCE IN RECREATION
DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
SPORT MANAGEMENT OPTION

Name: ___________________________  Student ID: ___________________________

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<tr>
<th>CORE CURRICULUM</th>
<th>Hrs</th>
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<th>Trf</th>
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<th>Hrs</th>
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<td><strong>A. Essential Skills</strong></td>
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<td>1. ENGL 1101</td>
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<td>SPMG 3660 Moral/Ethical Issues in Sport</td>
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<td>2. ENGL 1102</td>
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<td></td>
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<td>SPMG 3661 Sociology of Sport</td>
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<td>3. MATH 1111 (Recommended)</td>
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<td>SPMG 3662 Mgt/Ldsp Sport Organizations</td>
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<td><strong>B. Institutional Priorities</strong></td>
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<td>SPMG 3663 Sport Facility &amp; Event Mgt</td>
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<td>1. COMM 1110 (Recommended)</td>
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<td>SPMG 3664 Economics &amp; Finance in Sport</td>
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<td>2. Elective course in B.</td>
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<td>SPMG 3665 Communication in Sport</td>
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<td><strong>C. Humanities/Arts</strong></td>
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<td>SPMG 3670 Practicum</td>
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<td>1. XIDS 2100 (Recommended)</td>
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<td>SPMG 4665 Sport Marketing &amp; Promotion</td>
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<td>2. Elective course in C.</td>
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<td>SPMG 4667 Legal Issues for Sport Mgt</td>
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<td>3. Elective courses in D.</td>
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<td>SPMG 4668 Human Resource Management</td>
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<td><strong>D. Science, Math, Technology</strong></td>
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<td>SPMG 4686 Internship</td>
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<td>Related Content (select A or B)</td>
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<td>2. Elective courses in D.</td>
<td></td>
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<td>A. Business Minor (select from Business)</td>
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<td>3. Elective courses in D.</td>
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<td><strong>E. Social Sciences</strong></td>
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<td>1. PHED 3640 History of Sport</td>
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<td>1. HIST 1111 or 1112</td>
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<td>2. PHED 3641 Psychology of Sport</td>
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<td>3. PHED 4632 Admin of Athletic Programs</td>
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<td>3. POLS 1101</td>
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<td>4. PHED 4635 Sport for Children &amp; Youth</td>
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<td>4. Elective course in E.</td>
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<td><strong>F. Program Related Courses</strong></td>
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<td><strong>F. Program Related Courses</strong></td>
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<td>Approved Electives:</td>
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</tr>
<tr>
<td>1. SPMG 2600 Intro to Sport Mgt</td>
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<td>3</td>
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<td>2. CISM 2201 Computer Applications</td>
<td>3</td>
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<td></td>
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<td><strong>Physical Education Requirement</strong></td>
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<td></td>
<td><strong>Total Professional Content</strong></td>
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<tr>
<td>1. PWLA 1600 Personal Wellness</td>
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<td><strong>Total Core</strong></td>
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<tr>
<td>2. PWLA PE Activity Course</td>
<td>1</td>
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<td></td>
<td><strong>Total Program</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Requires Admission to Sport Management
(See back of this sheet)

Student Signature: ___________________________  Date: ___________________________

Advisor Signature: ___________________________  Date: ___________________________

College of Education
University of West Georgia

PER
Effective Spring 2007
Admission/Retention Requirements
(Program Notes)

I. Areas “A” Through “E”
   a. Student will have completed all the Area A-E requirements prior to taking courses from the professional content area (a one term exception may be made for transfer students who lack a course or two in Areas A-E).

II. Area “F”
   a. Student will have completed the required Areas A-E courses plus at least 15 hours of the 18 required in Area F prior to taking professional content courses.

III. Professional Content Courses
   a. Student must have a minimum GPA of 2.5 overall before taking any professional content course.
   b. Student must complete all professional content courses with a grade of “C” or better.
   c. Student must maintain at least a minimum GPA of 2.5 overall while in the junior/senior year.
   d. In order to intern and graduate from the program, the student must have at least a 2.5 overall GPA.
   e. In order to intern the student must have completed all professional courses (professional content, related content, and approved electives).
   f. In order to graduate the student must complete the internship with a “C” grade or higher and meet all other requirements.

IV. Appeals
   a. The student may appeal admission, retention, and application to intern decisions through a Department Appeals Committee.
SPORT MANAGEMENT CURRICULUM

Sophomore Year (Fall or Spring)

SPMG 2600       Intro to Sport Management (3)

Junior Year (Fall)

SPMG 3660 Moral & Eth. Issues in Spt. (3)
SPMG 3662 Management & Leadership (3)
SPMG 3664 Econ & Finance in Sport (3)
Related Content                     (3)
Approved Elective                   (3)
                                      15

Junior Year (Spring)

SPMG 3661 Sociology of Sport (3)
SPMG 3663 Sport Facility & Event Mgt. (3)
SPMG 3665 Communication in Sport (3)
SPMG 3670 Practicum                 (3)
SPMG 4665 Sport Marketing & Promotion (3)
Related Content                     (3)
                                      15

Senior Year (Fall)

- SPMG 4667 Legal Issues (3)
SPMG 4668 Human Resource Mgt (3)
Related content                   (3)
Related content                   (3)
Approved Elective                 (3)
                                      18

Senior Year (Spring)

SPMG 4686 Internship          12
Related Content

Sport Studies

**Fall**
- PHED 3640 History of Sport
- PHED 3641 Psychology of Sport

**Spring**
- PHED 4632 Admin of Athletic Programs (3)
- PHED 4635 Sport for Children & Youth (3)
Advising Sheet for the B.S. in Recreation Program in Sport Management.

BACHELOR OF SCIENCE IN RECREATION
DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
SPORT MANAGEMENT MAJOR

Name: ____________________________  Student ID: _________________________

<table>
<thead>
<tr>
<th>CORE CURRICULUM</th>
<th>Hrs</th>
<th>Gr</th>
<th>Trf</th>
<th>PROFESSIONAL</th>
<th>Hrs</th>
<th>Gr</th>
<th>Trf</th>
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<tbody>
<tr>
<td><strong>A. Essential Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td>Professional Content *</td>
<td>42</td>
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<tr>
<td>1. ENGL 1101</td>
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<td>SFMG 3660 Moral/Ethical Issues in Sport</td>
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<td>2. ENGL 1102</td>
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<td>SFMG 3661 Sociology of Sport</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. MATH 1111 (Recommended)</td>
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<td></td>
<td></td>
<td>SFMG 3662 Mgmt/Ldrsp Sport Organizations</td>
<td>3</td>
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<tr>
<td><strong>B. Institutional Priorities</strong></td>
<td>4-5</td>
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<td></td>
<td>SFMG 3663 Sport Facility &amp; Event Mgmt</td>
<td>3</td>
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<tr>
<td>1. COMM 1110 (Recommended)</td>
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<td></td>
<td></td>
<td>SFMG 3664 Economics &amp; Finance in Sport</td>
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<tr>
<td>2. Elective course in B.</td>
<td></td>
<td></td>
<td></td>
<td>SFMG 3665 Communication in Sport</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td><strong>C. Humanities/Arts</strong></td>
<td></td>
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<td></td>
<td>SFMG 3670 Practicum</td>
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<tr>
<td>1. XIDS 2100</td>
<td>3</td>
<td></td>
<td></td>
<td>SFMG 4665 Sport Marketing &amp; Promotion</td>
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<td>2. Elective course in C.</td>
<td></td>
<td></td>
<td></td>
<td>SFMG 4667 Legal Issues for Sport Mgmt</td>
<td>3</td>
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<tr>
<td><strong>D. Science, Math, Technology</strong></td>
<td>10-11</td>
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<td></td>
<td>SFMG 4668 Human Resource Management</td>
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<td>1. BIOL 1010-1010L</td>
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<td>SFMG 4686 Internship</td>
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<tr>
<td>2. Elective courses in D.</td>
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<tr>
<td><strong>E. Social Sciences</strong></td>
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<td>Related Content (select A or B)</td>
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<td>1. HIST 1111 or 1112</td>
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<td></td>
<td>A. Business Minor (select from Business)</td>
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<td>2. HIST 2111 or 2112</td>
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<td></td>
<td>B. Sport Studies:</td>
<td></td>
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<tr>
<td>3. POLS 1101</td>
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<td></td>
<td>PHED 3640 History of Sport</td>
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<td>4. Elective course in E.</td>
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<td></td>
<td></td>
<td>PHED 3641 Psychology of Sport</td>
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<tr>
<td><strong>F. Program Related Courses</strong></td>
<td>18</td>
<td></td>
<td></td>
<td>PHED 4632 Admin of Athletic Programs</td>
<td>3</td>
<td></td>
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<tr>
<td>1. SFMG 2600 Intro to Sport Mgmt</td>
<td>3</td>
<td></td>
<td></td>
<td>PHED 4635 Sport for Children &amp; Youth</td>
<td>3</td>
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<tr>
<td>2. CISM 2201 Computer Applications</td>
<td>3</td>
<td></td>
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<tr>
<td>3. Elective</td>
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<td>Approved Electives:</td>
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<td>4. Elective</td>
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<td>5. Elective</td>
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<td>2.</td>
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<td>6. Elective</td>
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<td>Physical Education Requirement</td>
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<td>Total Core</td>
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<tr>
<td>1. PWLA 1600 Personal Wellness</td>
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<td>Total Program</td>
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<td>2. PWLA PE Activity Course</td>
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<tr>
<td>^GPA = 2.3</td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

^Requires Admission to Sport Management
Admission/Retention Requirements
(Program Notes)

I. Areas “A” Through “F”
   a. Student should have completed all the Area A-E requirements prior to taking courses from the professional content area (a one term exception may be made for transfer students who lack a course or two in Areas A-E).

II. Area “F”
   a. Student should have completed the required Areas A-E courses plus at least 15 hours of the 18 required in Area F prior to taking professional content courses.

III. Professional Development Courses
   a. Student must have a minimum GPA of 2.3 overall before taking any professional content course.
   b. Student should maintain at least a minimum GPA of 2.3 overall while in the junior/senior year.
   c. In order to intern and graduate from the program, the student must have at least a 2.3 overall GPA.
   d. In order to intern the student must have completed all professional development courses (professional content, related content, and approved electives) and Areas A-F courses.
   e. In order to graduate the student must complete the internship with a “C” grade or higher and meet all other requirements.
   f. No additional course work may be taken during the internship.

IV. Appeals
   a. The student may appeal admission, retention, and application to intern decisions through a Department Appeals Committee.
# SPORT MANAGEMENT CURRICULUM

## Sophomore Year (Fall or Spring)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>SPMG 2600</td>
<td>Intro to Sport Management</td>
<td>(3)</td>
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## Junior Year (Fall)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPMG 3660</td>
<td>Moral &amp; Eth. Issues in Spt.</td>
<td>(3)</td>
</tr>
<tr>
<td>SPMG 3662</td>
<td>Program Management</td>
<td>(3)</td>
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<tr>
<td>SPMG 3664</td>
<td>Fiscal Management in Sport</td>
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<tr>
<td>Related Content</td>
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<td>(3)</td>
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<tr>
<td>Approved Elective</td>
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<td>(3)</td>
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</table>

| Total         | 15     |

## Junior Year (Spring)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SPMG 3661</td>
<td>Social/Econ Influ Spt Mgmt</td>
<td>(3)</td>
</tr>
<tr>
<td>SPMG 3663</td>
<td>Sport Facility &amp; Event Mgmt.</td>
<td>(3)</td>
</tr>
<tr>
<td>SPMG 3670</td>
<td>Practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>SPMG 4665</td>
<td>Sport Marketing &amp; Promotion</td>
<td>(3)</td>
</tr>
<tr>
<td>Related Content</td>
<td></td>
<td>(3)</td>
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</table>

| Total         | 15     |

## Senior Year (Fall)

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPMG 4667</td>
<td>Legal Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>SPMG 4668</td>
<td>Human Resource Mgmt</td>
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<tr>
<td>Related Content</td>
<td></td>
<td>(3)</td>
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<tr>
<td>Related Content</td>
<td></td>
<td>(3)</td>
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<tr>
<td>Approved Elective</td>
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<td>(3)</td>
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</table>

| Total         | 18     |

## Senior Year (Spring)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>SPMG 4686</td>
<td>Internship</td>
<td>(12)</td>
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</table>

## Related Content
Sport Studies

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 3640 History of Sport</td>
<td>PHED 4632 Admin of Athletic Programs (3)</td>
</tr>
<tr>
<td>PHED 3641 Psychology of Sport</td>
<td></td>
</tr>
<tr>
<td>PHED 4635 Sport for Children &amp; Youth</td>
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</tbody>
</table>
Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Action</th>
<th>Frequency</th>
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<tbody>
<tr>
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<td></td>
<td>Undergraduate</td>
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<td>Every Term</td>
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<td></td>
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<td>Graduate</td>
<td></td>
<td>Yearly</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Other*</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Variable credit must be explained</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED</td>
<td>3401</td>
<td>Integrating Technology into Health and Physical Education</td>
<td>3 / 0 / 3</td>
</tr>
</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course concentrates on ways to integrate technology into the health and physical education curriculum. Students will utilize the latest in technology to enhance instruction in the gym. Students will build on their basic computer skills and develop instructional proficiency in the following areas: (1) Georgia's Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in the Classroom and the Gymnasium, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement. Laboratory experiences will be included in this course.

Prerequisite(s) MEDT 2401 or equivalent, admission to teacher education, and a minimum of 9 hours of upper education course work.

Present or Projected Enrollment: 20-30 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Effective Date*: Fall / 2007

Approval:

[Signatures and dates]

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signatures and dates]

Vice President for Academic Affairs  Date

Revised 1/09/02
Rationale for PHED 3401: Integrating Technology into Health and Physical Education; for Undergraduate Physical Education Certification Students

Integrating Technology into Health and Physical Education (PHED 3401) is a required elective course that will be offered by the Physical Education and Recreation Department of the College of Education at the University of West Georgia as a method of meeting the Georgia Special Technology Requirement outlined in the A-Plus Education Reform Act of 2000. The course objectives are correlated to the Georgia Technology Standards for Educators, a state adoption of the International Society for Technology in Education’s National Education Technology Standards (ISTE NETS).

The course in being offered to provide students with another alternative in meeting the state’s special technology requirement that is mandatory for Georgia certification. At the present time, the physical education students can meet the state technology requirement in the following ways:

1. take InTech with the Educational Technology Training Center at West Georgia;
2. take MEDT 6401, Instructional Technology, with the Department of Media and Instructional Technology and pass the course with a C or better (available as an option only for graduate students);
3. prepare and pass an electronic portfolio assessment with the Educational Technology Training Center;
4. take InTech as part of the student teaching experience (after Spring 2007 this option will not be available since the ETTC will not be able to provide the training); or
5. complete an undergraduate certification degree program and submit an electronic portfolio.

Since faculty in the PHED Department are highly experienced and knowledgeable of technology integration in the unique setting of physical education, this course will be of high quality and be taught by those experts in health, physical education, and technology and who effectively model successful technology use and integration into the curriculum. Students will be provided with a wealth of hands-on learning opportunities and will apply that knowledge immediately in the field component of the course. The course will be delivered in a face-to-face manner. The department intends to schedule this course during the Maymester after the Junior year to accommodate students’ schedules, and to enable them to infuse technology into their field experiences and student teaching.
PHED 3401

Integrating Technology into Health & Physical Education

Semester Hrs. 3

Semester/Year:

Instructors:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Communication: The official communication method to students is through campus email (myUWG). Be sure to access this several times a week to keep up-to-date on important information. This course will utilize the use of WebCT. Be sure to access this daily for course information and assignments.

Distance Support:

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

- If you are experiencing any technical difficulties, contact the appropriate support center or resource.

COURSE DESCRIPTION:

Prerequisite(s): MEDT 2401 or equivalent, admission to teacher education, and a minimum of 9 hours of upper education course work.

This course concentrates on ways to integrate technology into the health and physical education curriculum. Students will utilize the latest in technology to enhance instruction in the gym. Students will build on their basic computer skills and develop instructional proficiency in the following areas: (1) Georgia’s Performance Standards for Curriculum, (2) Integration of Modern and Emerging Technologies into Instructional Practice, (3) Classroom Management in the
Classroom and the Gymnasium, (4) New Designs for Teaching and Learning, and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement. Laboratory experiences will be included in this course.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

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

COURSE OBJECTIVES

Students will:

1. critically examine their instructional practices to determine how technology can play a role in enhancing the teaching and learning process in health and physical education. (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Smaldino, Heinich, Molenda, & Russell, 2004; Roblyer, 2005). (D2 Leaders, D8 Knowledge, D9 Proactive, D10 Reflective; INTASC 1, 2, 3; & ISTE II);

2. develop skills applying and integrating educational technology designed to meet the needs of health and physical education practitioners in five critical areas: Understanding and Using Modern Technologies; Curriculum Integration to Achieve Standards; Designs for Learning; Enhanced Pedagogy; and Classroom Management. (Grabe & Grabe, 2004; Lamb, 2005; Lever, Duffy, & Mizel 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 4, 6, 9; & ISTE I, II, III, IV, VI);
3. participate in hands-on experiences aimed at determining how the health and physical education curriculum goals can be accomplished using more advanced hardware and software skills. (Bitter & Pierson, 2004; Lamb, 2005; Reksten, 2000; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 9; & ISTE I, VI);

4. prepare and implement four technology-connected lesson plans focusing on the integration of technology into the Georgia Performance Standards in health and physical education at the appropriate grade level. (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8; & ISTE I, II, III, IV, V, VI);

5. deliver four standards-based technology-connected lessons to instructors, peers, and P-12 mentor teachers and/or students for review, and collect lesson artifacts for incorporation into a portfolio. (Grabe & Grabe, 2004; Lamb, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 3, 5, 9; & ISTE V, VI);

6. complete a group project showcasing how to use technology to achievement health and physical education curricular objectives. (Grabe & Grabe, 2004; Lamb, 2005; Lever-Duffy, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2004). (D1 Decision Makers, D2 Leaders, D3 Lifelong Leaders, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; & ISTE I, II, III, IV, V, VI); and

7. discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students. (Bryant, 2003; Kuder, 2003; Olson & Deruyter, 2001). (D2 Leaders, D4 Adaptive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 2, 3, 4, 7, 8, 9; & ISTE I, II, III, IV, VI).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


Print References:


**Internet Resources:**

- PECentral: [http://www pecentral.com](http://www pecentral.com)
- Kids Health: [http://www kidshealth com](http://www kidshealth com)
- High Plains Regional Technology in Education Consortium: [http://www hprtec org](http://www hprtec org)
- Georgia Public Broadcasting: [http://www gpb org](http://www gpb org)
- Galileo- Georgia’s Virtual Library: [http://www galileo usg edu](http://www galileo usg edu)
- Marco polo- Internet Content for the Classroom: [http://www marcopolo education org/home aspx](http://www marcopolo education org/home aspx)
- Discovery Educator Network: [http://www discoveryeducatornetwork com/](http://www discoveryeducatornetwork com/)
- Georgia Department of Education: [http://www doe k12 ga us](http://www doe k12 ga us)
- Georgia Online Assessment System: [http://info georgiaoas org/](http://info georgiaoas org/)
- National Technology Standards for Teachers: [http://cnets iste org/teachers/t_stands html](http://cnets iste org/teachers/t_stands html)
- National Technology Standards for Students: [http://cnets iste org/students/s_stands html](http://cnets iste org/students/s_stands html)
- National Technology Standards for Administrators: [http://cnets iste org/issae/](http://cnets iste org/issae/)
- Georgia Technology Standards for Students: [http://www georgiastandards org](http://www georgiastandards org)

**ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY**

**Link to Conceptual Framework**

The focus of this course is on designing and creating an electronic portfolio that showcases the student’s ability to effectively design, produce, and use instructional materials appropriate for the unique gymnastics and classroom-based instruction in health and physical education. The portfolio will also demonstrate the student’s ability to operate a variety of audiovisual equipment and microcomputers to deliver effective instruction. The course is structured so that each assignment completes a different part of the electronic portfolio. Because the electronic portfolio is comprehensive, each conceptual framework descriptor is covered in the various course assignments. As students complete their electronic portfolios, they demonstrate achievement in decision making by a) selecting topics from the health and physical education curriculum around which to design and develop instructional materials, and b) choosing appropriate topics for technology-infused lesson plans (lesson plans 1-4); leadership by a) increasing their knowledge and skill in instructional technology so that they can integrate technology more effectively into the health and physical education curriculum, and b) can assist others in infusing technology into
educational settings (lesson plans 1-4 and electronic portfolio); lifelong learning by studying how to use and integrate technology into their personal and professional lives (lesson plans 1-4, electronic portfolio, and exam); being adaptive by a) modifying lesson plans, educational experiences, and equipment/technology tools to meet the diverse needs of learners (lesson plans 1-4) and b) working with colleagues and stakeholders to plan and carry out school improvements in technology (lesson plans 1-4); cultural sensitivity by adapting interventions and technology innovations to meet the varying and diverse needs of learners (lesson plans 1-4); empathy by demonstrating sensitivity to the needs of students, their families, and their communities (lesson plans 1-4); knowledge by drawing on pedagogical, content, and professional knowledge (lesson plans 1-4 and electronic portfolio); being proactive by identifying appropriate ways to use technology to better serve learners (lesson plans 1-4 and electronic portfolio); and reflection by engaging in ongoing, continuous reflection related to a) their use of technology to teach health and physical education effectively, and b) school changes that are needed to more effectively integrate technology into health and physical education educational settings (lesson plans 1-4, electronic portfolio, and exam).

Assignments:

1. Professional Disposition:

Students will be evaluated using a rubric on their professionalism and dispositions in this course. Students will be evaluated on four separate occasions throughout the course. Professionalism includes, but is not limited to the following: attitude, dress, language, respect, punctuality, etc.

2. Electronic Portfolio:

All students will prepare four technology-infused lesson plans that include at least three of the five technologies (spreadsheets, databases, Internet resources, presentation programs, and instructional software). In addition, these 4 lessons must be taught to peers or students in a school setting. All materials needed for the lesson plan must be included in the student’s electronic portfolio. Lesson reflections will accompany each lesson taught. The lessons are as follows:

Lesson Plans:

Lesson Plan 1 - focuses on integrating technology to analyze sports skills and movement (small or collaborative groups).
Lesson Plan 2 – focuses on integrating technology to improve and assess physical fitness levels (small or collaborative groups).
Lesson Plan 3 – focuses on creating a virtual gymnasium using various instructional software (whole group connected activities).
Lesson Plan 4 – focuses on integrating technology for individualized instruction in Health (individual work).
All student work submitted during the course must be original.

3. Exam:

The exam explores the student’s knowledge of instructional technology and its effective integration into the curriculum. The exam will focus on instructional technology concepts, terminology, equipment, use, and management. Students are also required to demonstrate their skills using instructional technology in the hands-on section of the exam.

Evaluation Procedures/Grading Policy:

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

The grading scale is as follows:
- A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F = 59% and below.

Students must earn at least a “C” to pass the State Technology Requirement with this course. Students must also earn at least 70% on the electronic portfolio, which will be graded by both the course instructor and an instructional technology specialist.

The grading is as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>10</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>60</td>
</tr>
<tr>
<td>Teaching technology-infused lesson plans in physical education and health</td>
<td>20</td>
</tr>
<tr>
<td>Professional Disposition</td>
<td>10</td>
</tr>
</tbody>
</table>

Students are required to submit assignments on time. NO LATE WORK IS ACCEPTED.

ATTENDANCE/TARDINESS POLICY

Students are expected to treat this class like a job. Attendance in class and accompanying field experiences is mandatory. Students are solely responsible for obtaining any work (including handouts, notes, discussion topics, etc) missed in the event of an absence or tardiness. For each absence (class, field experience, scheduled meeting) beyond one, 10% will be deducted from the student’s final grade. Absences are ONLY EXCUSED IN SERIOUS EMERGENCIES, determined at the professor’s discretion. Also, students must contact the professor in advance if they will be late or absent. Two instances of tardiness will equal one unexcused absence, and result in a 10% reduction in the student’s final grade.

CLASS POLICIES

1. All assignments must be typed or word processed.
2. As an academic courtesy, editorial quality on all writing assignments is assumed. That is, all written work must be spell-checked and proofread before submission. One point will be deducted for EACH spelling and grammatical error.

3. Teaching labs will be videotaped. It is your responsibility to ensure you have an operable camera. If camera malfunction occurs, it is your responsibility to make arrangements to teach and videotape the lesson again. Teaching videos MUST be credited from beginning to end of lesson (i.e., you should not stop/restart during a teaching episode). Note: You will learn that an effective teacher is judged by the success/learning of the students, therefore be sure not only the teacher, but especially the students, are in view when videotaping. Also, keep the observer in mind; slow camera movements, reasonable distance maintaining sound, zoom sparingly.

4. Students will not teach without a lesson plan (no LP=no teaching=absence).

5. Be prompt and be prepared to start your lesson as soon as students arrive.

6. Students missing a teaching lab with an excused absence will be expected to schedule and make up that teaching within one week.

PROFESSIONALISM
It is your responsibility to be professional at all times when in class and out in the schools. You represent the University of West Georgia and our program and we expect you to be a model of appropriate behavior. We expect that you will always comport yourself in class and in the schools in a manner befitting a professional teacher and an adult role model. Appropriate attitude and ethical behavior are expected (No whining, gossiping, or criticism of teachers, students, peers). Also, professionals maintain a characteristic level of professional discourse. This includes taking care that your words reflect objectivity, honesty, and the kind of nurturing expected of a teacher, regardless of your own prior experiences. Remember, you never know when you may be in contact with a prospective employer.

You are also required to dress appropriately and in compliance with the standards outlined by the Physical Education Teacher Education program. During lab experiences you must wear khaki shorts or pants and a health & physical education logo polo shirt. NO HATS should be worn unless class convenes outside (this is also expected during our class meetings).

Professional Behaviors Expected:
1. Participate enthusiastically.
2. Be prepared for classes and activities.
3. Be on time.
4. Dress professionally and appropriately for active participation. For this class, that includes a collared shirt and dress pants/shorts. Tee shirts are not acceptable.
   Inappropriate dress includes: Hats, trash t-shirts, tank tops, half shirts, cut-off shorts or shirts, sandals, boots, jeans, visible tattoos and piercings, jewelry.
5. Turn off cell phones and pagers before entering class.
6. Refrain from eating, drinking, and chewing gum or tobacco in class.
7. All students are expected to arrive at their schools at least 20 minutes before class time.
8. Students are expected to have their lesson work area set up before the children arrive, and to ensure that all videotaping materials are set up and ready (i.e. batteries charged, etc)
9. All students will have their lesson plans available with them at the teaching site.
<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Outline</th>
</tr>
</thead>
</table>
| **Day 1** | Introduction - integrating technology into health & physical education  
Ethical use of technology  
Developing technology infused lesson plans  
Digital video cameras  
Digital cameras  
Dartfish / Movement analysis software  
Student Created Movies |
| **Day 2** | Field Experience – Teach Lesson 1 (movement analysis) |
| **Day 3** | Heart rate monitors  
Pedometers  
Caltrac motion sensors  
Fitnessgram / Presidential Fitness Testing |
| **Day 4** | Field Experience – Teach Lesson 2 (Improving and assessing fitness levels) |
| **Day 5** | Creating an effective website (teacher, student, school, program, curriculum, after school information).  
Newsletters, Brochures  
School to parent communications |
| **Day 6** | Creating a virtual gymnasium  
Interactive computer software  
Computer based projects in Health & Physical Education  
Using PDA’s to assess in physical education |
| **Day 7** | Field Experience – Teach Lesson 3 (creating a virtual gymnasium) |
| **Day 8** | Concept mapping / graphic organizers  
HPR*TEC  
Inspiration / Kidspiration  
Trackstar  
Webquests  
Podcasts and Blogging |
| **Day 9** | Field Experience – Teach Lesson 4 (Health Lesson) |
| **Day 10** | Systematic Observation software  
Developing file structure protocols, grade books, student databases, spreadsheets.  
Charting student progress |
| **Day 11** | Technology PEP grants  
Final Exam |

*** If the schedule for summer term is modified this course outline will be changed correspondingly.
ACADEMIC HONESTY

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 the 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 UWG Student Handbook, Undergraduate Catalog, and Graduate Catalog.

NOTE ON ACADEMIC HONESTY: You MAY NOT turn in work for this course that has been turned in or completed in another class except by permission of the instructor. If you turn in work for this class that has been completed as part of the academic requirements for another course, you will not receive a passing grade for the project.
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title</th>
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<th>Credit</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td>☑ Every Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☑ Add</td>
<td>☑ Graduate</td>
<td>☑ Yearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ Other*</td>
<td>☑ Other</td>
</tr>
</tbody>
</table>

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PWLA</td>
<td>1618</td>
<td>Basketball</td>
<td>0 / 2 / 1</td>
</tr>
</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to provide an in-depth overview of the fundamental skills, rules, safety issues, and strategies related to basketball.

Prerequisite(s)

Present or Projected Enrollment: 50-60 (Students per year)  Effective Date*: Fall 2007

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature]
Department Chair  12/16

[Signature]
Department Chair (if cross listed)  12/16

[Signature]
Dean of College  12/16

Dean of College (if cross listed)

Chair of TEAC (if teacher prep. program)

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signature]  01/25/07
Chair, Undergraduate Academic Programs Committee

Chair, Committee on Graduate Studies

Vice President for Academic Affairs
August 25, 2006

To: Faculty Governance Council  
    College of Education

From: Dr. Deb Jenkins, Interim Chair  
      Department of Physical Education and Recreation

Re: Addition of PWLA Courses

Rationale: For several years, the PER department has offered a wide range of activities under PWLA 2611: Special Activities in order to meet student needs and interests. Rather than offer these courses on an inconsistent basis as Special Activities the department wants to offer these courses on a more consistent basis with each activity having its own course number. In addition, currently students cannot enroll in more than one of these PWLA 2611: Special Activities courses without an administrative override. With this proposed change, students will be able to enroll in more than one activity class without an administrative override.

PWLA 1618: Basketball  
PWLA 1629: Cardio Kickboxing  
PWLA 1650: Beginning Judo  
PWLA 1651: Intermediate Judo  
PWLA 1660: Self Defense  
PWLA 1667: Snowboarding  
PWLA 1678: Strength and Conditioning  
PWLA 1690: Yoga  
PWLA 1694: Ultimate Frisbee
UNIVERSITY OF WEST GEORGIA

PWLA 1618
BASKETBALL STRATEGIES

Semester/Year:

Credit: 1

Instructor:

Class Location:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION
This course is designed to provide an in-depth overview of the fundamental skills, rules, safety issues, and strategies related to basketball.

TEXT
None.

REFERENCES

COURSE OBJECTIVES
Students will:
1. Demonstrate fundamental skills of dribbling, passing, rebounding and shooting,
2. Perform the positioning skills and strategies for defense,
3. Explain and define the terminology and rules for basketball,
4. Perform the various offensive strategies effectively.
ASSIGNMENTS

PARTICIPATION
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.).

Each unexcused absence will result in a deduction from the student’s participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on the instructor’s judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyUWG).

WRITTEN EXAM
Students will be expected to demonstrate their knowledge & mastery of course content through one written exam during the semester. It will cover basketball terminology, rules, and defensive/offensive strategies covered in the textbooks and other class materials. The exam will include multiple choice, true/false, and short answer questions.

SKILLS TEST
The skills test is based on the student’s understanding and performance of the basic mechanics of the following skills: dribbling, passing, rebounding, shooting, and defensive positioning. The test will be individually administered and each skill will be scored using a three-level rubric (emerging, adequate, mastery). Students who fail to attend class during skill testing days will earn a zero for this portion of their grade. No Exceptions.

EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Written Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Skills Test</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
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<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 – 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

CLASS POLICIES

ATTENDANCE
Students are permitted, though not encouraged, to be absent from class based on the number of times the class meets each week. If the class meets once a week, one absence is permitted for the semester. If the class meets two times per week, two absences are permitted. All other absences will be considered unexcused and will result in a grade reduction (see Participation Grade). 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. Further, students must complete any scheduled exams or assignments in advance of the class session missed.

SIGN-IN ATTENDANCE
Each student is required to sign in on the attendance sheet next to his/her name upon arriving at class. There will be a tardy attendance sheet for students who arrive 5 minutes after the designated class time. Students who are tardy should sign in after class.

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. Students who arrive late (5 minutes or more) must sign the tardy attendance sheet after class. Tardiness to class will result in a grade reduction (see Participation Grade).

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

MAKE-UPS
There will be no make-ups allowed for unexcused absences or the skills tests. The written exam may only be made up when the absence is excused. Make-up dates must be arranged with the professor before the absence. Arrangements should be made as soon as possible.

LATE WORK
No late work will be accepted without medical documentation.
TURNING IN ASSIGNMENTS/HOMEWORK
All assignments and work must be turned in at the beginning of the class session when it is due. Students must hand the assignment or paper in to the professor in person. If you are sick, you must pre-arrange with the professor in order to have an alternative person submit your paper. Assignments/papers and homework are not accepted in the professor’s department mailbox, post office mailbox, or under the office door. Late homework assignments are not accepted.

WEBCT VISTA
WebCT Vista will be used as a supplement for this course. Students are responsible for assignments and announcements posted on the site.

DISRUPTIONS
All pagers, cell phones, watches, etc. must be silenced and remain in book bags 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.

ATTIRE
Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class and aerobic/anaerobic exercise. Students will not be allowed to participate without appropriate footwear. Improper attire will result in a reduction of the participation grade, even if the student is present.

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 professor within the first week of the semester. If you need special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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 person without appropriate documentation
4. Cutting and pasting information from the internet

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 the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and/or the Graduate Catalog.

CLASS OUTLINE

Week 1    Introduction to Course and Syllabus
Week 2    History, Rules, and Terminology of Basketball
Week 3    Ball handling; Dribbling
Week 4    Passing
Week 5    Shooting
Week 6    Rebounding and Defense
Week 7    Team Defense and Offense
Week 8    Position Play and Practice Planning
Week 9    Written Exam
Week 10   Skills Practice
Week 11   Skills Practice
Week 12   Skills Practice
Week 13   Scrimmage
Week 14   Scrimmage
Week 15   Guest Speakers: Successful Players/Coaches
Week 16   Skills Test
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

Current course catalog listing: (for modifications or deletions)

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</tbody>
</table>

☐ Course  □ Program

☐ Modify  ☑ Add  ☐ Delete

☐ Credit  ☐ Number  ☐ Title  ☐ Description  ☐ Other

☑ Undergraduate

☐ Graduate

☐ Other*

*Variable credit must be explained

☐ Every Term

☐ Yearly

☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<td></td>
<td>PWLA</td>
<td>1629</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to teach students the proper technique and fundamentals for cardio kickboxing and to introduce them to a new form of lifetime aerobic activity utilizing punches and kicks.

Prerequisite(s)

Present or Projected Enrollment: 50-60 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Effective Date*: Fall /2007

Approval:

Department Chair  Date  Dean of College  Date

Department Chair (if cross listed)  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
August 25, 2006

To:   Faculty Governance Council
       College of Education

From: Dr. Deb Jenkins, Interim Chair
       Department of Physical Education and Recreation

Re: Addition of PWLA Courses

Rationale: For several years, the PER department has offered a wide range of activities under PWLA 2611: Special Activities in order to meet student needs and interests. Rather than offer these courses on an inconsistent basis as Special Activities the department wants to offer these courses on a more consistent basis with each activity having its own course number. In addition, currently students cannot enroll in more than one of these PWLA 2611: Special Activities courses without an administrative override. With this proposed change, students will be able to enroll in more than one activity class without an administrative override.

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PWLA 1678: Strength and Conditioning
PWLA 1690: Yoga
PWLA 1694: Ultimate Frisbee
UNIVERSITY OF WEST GEORGIA

PWLA 1629
CARDIO KICKBOXING

Semester/Year:
Credit:
Instructor:
Class Location:
Office Location:
Office Hours:
Telephone:
E-mail:
Fax:

COURSE DESCRIPTION
This course is designed to teach students the proper technique and fundamentals for cardio kickboxing and to introduce them to a new form of lifetime aerobic activity utilizing punches and kicks.

TEXT

REFERENCES

COURSE OBJECTIVES
Students will:
1. Identify and explain basic cardio kickboxing fundamentals and moves,
2. Perform cardio kickboxing for at least 30 continuous minutes,
3. Execute proper technique in cardio kickboxing punches and kicks,
4. Explain and calculate target heart rate training zone,
5. Demonstrate the principles involved in aerobic exercise.
ASSIGNMENTS

PARTICIPATION
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.).

Each unexcused absence will result in a deduction from the student’s participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on the instructor’s judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyUWG).

ONLINE EXAMS
Students will be expected to demonstrate their knowledge and mastery of course content through 2 online exams administered during the semester. Exam questions may be multiple choice, true/false, short answer, or fill-in-the-blank.

Online exams will be available on their designated day for 24 hours (12:00 PM to 12:00 PM) and will be formatted using the following criteria: 1) Students will have 30 minutes to complete each exam; 2) Each question will appear one at a time; 3) You must answer each question as it appears – you will not be allowed to go back to skipped questions; 4) Answer choices are scrambled; and, 5) Exam questions are scrambled. Explanation of the policy on missing an online exam is discussed under LATE WORK.

FITNESS ASSESSMENT PACKET
Students will complete a fitness assessment packet that contains the following:

A. HEART RATE: Resting Heart Rate & Target Heart Rate Training Zone
B. BODY COMPOSITION: Body Fat Percentage
C. CARDIORESPIRATORY ENDURANCE: Cooper’s 1½-Mile Walk/Run

SKILLS TEST
The skills test is based on the student’s understanding and performance of the basic mechanics of the following skills: punches (jabs, hook, uppercuts, jab cross) and kicks (front, side, roundhouse). The test will be individually administered and each skill will be scored using a three-level rubric (emerging, adequate, mastery). Students who fail to
attend class during skill testing days will earn a zero for this portion of their grade. No Exceptions.

PERSONAL FITNESS PROGRAM
Students will develop and implement a Personal Fitness Program in an effort to improve one of the following three components of fitness: Cardio-respiratory Endurance, Muscular Strength and Endurance, or Flexibility.

FORMATTING GUIDELINES:

A. Students must use PowerPoint and must turn in their project in the format of PowerPoint slides in handout form. Students are encouraged to use color and graphics. If you need help navigating PowerPoint, then please see the instructor at the beginning of the semester.
B. Typed in 12-point font that is easy to read.
C. Explanation of each component should be specific and elaborated on in narrative, sentence form – not just a list!
D. Spell check and proofread your slides for spelling, punctuation, and grammar mistakes and make necessary corrections before you hand it in.

PERSONAL FITNESS PROGRAM GUIDELINES:

A. SLIDE #1: TITLE PAGE – Name, Assignment Name, Course Name, Current Semester, and Instructor Name.
B. SLIDE #2: FITNESS COMPONENT & CURRENT FITNESS PATTERNS – Specify the fitness component you have chosen to improve and why. In addition, discuss your current fitness patterns (even if they don’t exist).
C. SLIDE #3: FITT GUIDELINES – List the FITT Guidelines that correspond with your fitness component.
D. SLIDE #4: SUPPORT SYSTEM – Recruit and name a helper who will act as your support system and who will witness and sign your contract. In addition, list the ways in which your helper will participate in and support you with your Personal Fitness Program.
E. SLIDE #5: BENEFITS – Identify at least 6 benefits for improving your fitness component and explain each benefit.
F. SLIDE #6: SHORT-TERM GOALS – State at least 4 short-term goals you would like to achieve within a three month period. Make sure your goals are realistic, relate directly to your fitness component, and can be achieved in a short period of time. Also, be sure to designate start dates and end dates. (See “Goal-Setting” in Course Content Outline)
G. SLIDE #7: LONG-TERM GOALS – State at least 4 long-term goals you would like to achieve in a year’s time frame that relate directly to your fitness component. In addition, designate start dates and end dates. (See “Goal-Setting” in Course Content Outline)
H. SLIDE #8: STEPS & REWARDS – Devise a schedule of at least 4 steps you will need to take to reach your 4 short-term and 4 long-term goals (8 total steps). These steps can be based on what you would do daily or weekly. Include a corresponding target date and reward (how will you reward yourself for reaching
your goals?) for each of your steps. Establish an overall reward for reaching your goals.

I. SLIDE #9: STRATEGIES – Determine at least 4 strategies for improving your fitness component.

J. SLIDE #10: OUTSIDE RESOURCES – Include at least 3 outside resources, other than written material, that you can use to support your Personal Fitness Program.

K. SLIDE #11: KEY BARRIERS & ADJUSTMENTS – List at least 3 key barriers that may prevent you from improving your fitness component and accomplishing your goals. Also include what adjustments you can make to your lifestyle to overcome them.

L. SLIDE #12: REFERENCES – Use 3 sources to support your Personal Fitness Program. These sources can include, but are not limited to, newspaper, magazine or journal articles, websites and books. Your Course Content Outline can be used as one of your 3 required references. References must be formatted using APA style.

APPENDICES:

1. PERSONAL CONTRACT – Students will complete a Personal Contract in conjunction with their Personal Fitness Program. Students may use the example posted on WebCT Vista to complete their contract. Be sure to sign and date your contract as an indication of your personal commitment to reaching your goals. Also, be sure to have your “helper” sign and witness your contract.

2. 7-DAY LOG – Each student must keep a 7-day log of the fitness component that they are currently doing. This 7-day log will be kept for Monday through Sunday on a designated week.

3. PERSONAL FITNESS LOG – Students must implement their Personal Fitness Program and monitor this change for 6 weeks. This log can be in the form of an Excel spreadsheet, calendar, journal, etc.

4. GRAPH OF OVERALL PROGRESS – Students must include a computerized bar graph (not drawn by hand) charting their overall progress from the beginning of the 7-day log through the end of the implementation period.

EVALUATION

<table>
<thead>
<tr>
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<tr>
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<td>Fitness Assessment Packet</td>
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</table>

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

- 90 – 100 % A
- 80 – 89 % B
- 70 – 79 % C
- 60 – 69 % D
- 0 – 59 % F

CLASS POLICIES

ATTENDANCE
Students are permitted, though not encouraged, to be absent from class based on the number of times the class meets each week. If the class meets once a week, one absence is permitted for the semester. If the class meets two times per week, two absences are permitted. All other absences will be considered unexcused and will result in a grade reduction (see Participation Grade). 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. Further, students must complete any scheduled exams or assignments in advance of the class session missed.

SIGN-IN ATTENDANCE
Each student is required to sign in on the attendance sheet next to his/her name upon arriving at class. There will be a tardy attendance sheet for students who arrive 5 minutes after the designated class time. Students who are tardy should sign in after class.

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. Students who arrive late (5 minutes or more) must sign the tardy attendance sheet after class. Tardiness to class will result in a grade reduction (see Participation Grade).

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

MISSED/LATE WORK
There are no make-ups for exams or assignments. Online exams must be taken on the assigned day starting at 12:00 PM and will be cut off at 12:00 PM the following day. In addition, assignments are due on the designated class day and are not accepted beyond class time. Please note: assignments will not be accepted through e-mail unless prior permission is given by the instructor.
TURNING IN ASSIGNMENTS/HOMEWORK
All assignments and work must be turned in at the beginning of the class session when it is due. Students must hand the assignment or paper in to the professor in person. If you are sick, you must pre-arrange with the professor in order to have an alternative person submit your paper. Assignments/papers and homework are not accepted in the professor's department mailbox, post office mailbox, or under the office door. Late homework assignments are not accepted.

WEBCT VISTA
Students are required to utilize the instructor's WebCT Vista site to access course materials for use in class and to supplement the course outside of class. These materials include but are not limited to the Course Syllabus, Fitness Assessment Packet, Personal Fitness Program, and Course Content Outline. Please note: all exams will be completed online on WebCT Vista. In addition, WebCT Vista will be used to post any announcements, class cancellations and grades.

DISRUPTIONS
All pagers, cell phones, watches, etc. must be silenced and remain in book bags 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.

ATTIRE
Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class and aerobic/anaerobic exercise. 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.

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 professor within the first week of the semester. If you need special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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 person without appropriate documentation
4. Cutting and pasting information from the internet
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 the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and/or the Graduate Catalog.

CLASS OUTLINE

Week 1: Introduction to Course

Week 2: Course Syllabus, WebCT Vista, Fitness Assessment Packet, Introductions, Personal Fitness Program, Resting Heart Rate, Muscle Soreness, Managing Athletic Injuries, 1½-MILE PRETEST (UWG TRACK), Resting Heart Rate

Week 3: Body Composition, Target Heart Rate, Personal Fitness Program, Warm-up, Warm-up, Cardio Kickboxing & 4 Basic Punches, FITNESS ASSESSMENT PACKET DUE

Week 4: Cardio Kickboxing Program

Week 5: EXAM I; Cardio respiratory Endurance, 4 Basic Punches, Punching Drills, Stance & Foot Movement

Week 6: BEGIN 7-DAY LOG, Muscular Strength & Endurance, Flexibility, Punching Drills, Stance & Foot Movement, Punching Combinations, Resistance Training

Week 7: BEGIN PERSONAL FITNESS PROGRAM, Punching Combinations, Resistance Training, Circuit Training

Week 8: EXAM II; Circuit Training

Week 9: 3 Basic Kicks, Punching & Kicking Combinations, Resistance Training

Week 10: 3 Basic Kicks, Punching & Kicking Combinations, Resistance Training, Circuit Training, Body Fat Percentage

Week 11: Cardio Kickboxing Program, Resistance Training, Circuit Training

Week 12: Cardio Kickboxing Program, Resistance Training, Circuit Training

Week 13: END PERSONAL FITNESS PROGRAM, Cardio Kickboxing Program, Resistance Training, Circuit Training

Week 15: Skill Test, Instructor Evaluations, Body Fat Percent

Week 16: Make-up Day, *1½-MILE POST-TEST*
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

Current course catalog listing: (for modifications or deletions)

| Prefix | Course | Title       | Action                  | Credit                  | Frequency
|--------|--------|-------------|-------------------------|-------------------------|-------------
|        |        |             | √ Course  □ Program     | √ Undergraduate         | □ Every Term
| □ Modify | □ Add  | □ Delete    |                         | □ Graduate              | □ Yearly
| □ Number | □ Title |            |                         | □ Other*                | □ Other
| □ Description | □ Other |            |                         |                         |             |

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☐ Library resources are adequate  □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PWLA 1650  Beginning Judo  0 / 2 / 1

Catalog Description: (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides an introduction to the philosophy and techniques of martial arts in general and to Judo in particular. Students will be exposed to a variety of basic throwing and grappling techniques and gain basic skills in those strategies.

Prerequisite(s)

Present or Projected Enrollment: 50-60 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System:  ☑ Letter Grade  □ Pass/Fail  □ Other

Effective Date*: Fall 2007 Term/Year

Approval:

Department Chair  12/6/06

Dean of College  12/7/2006

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  9/25/07

Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
August 25, 2006

To: Faculty Governance Council  
College of Education

From: Dr. Deb Jenkins, Interim Chair  
Department of Physical Education and Recreation

Re: Addition of PWLA Courses

Rationale: For several years, the PER department has offered a wide range of activities under PWLA 2611: Special Activities in order to meet student needs and interests. Rather than offer these courses on an inconsistent basis as Special Activities the department wants to offer these courses on a more consistent basis with each activity having its own course number. In addition, currently students cannot enroll in more than one of these PWLA 2611: Special Activities courses without an administrative override. With this proposed change, students will be able to enroll in more than one activity class without an administrative override.

PWLA 1618: Basketball  
PWLA 1629: Cardio Kickboxing  
PWLA 1650: Beginning Judo  
PWLA 1651: Intermediate Judo  
PWLA 1660: Self Defense  
PWLA 1667: Snowboarding  
PWLA 1678: Strength and Conditioning  
PWLA 1690: Yoga  
PWLA 1694: Ultimate Frisbee
UNIVERSITY OF WEST GEORGIA

PWLA 1650
BEGINNING JUDO

Semester/Year:

Credit: 1

Instructor:

Class Location:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION
This course provides an introduction to the philosophy and techniques of martial arts in general and to Judo in particular. Students will be exposed to a variety of basic throwing and grappling techniques and gain basic skills in those strategies.

TEXT
None

COURSE OBJECTIVES
Students will:

1. Demonstrate the ability to participate in judo at the beginning level with a reasonable degree of safety,
2. Demonstrate the proper care of the facilities and equipment,
3. Demonstrate beginning-level competence with judo techniques: 4 holds, 2 chokes, 1 arm lock, and 8 throwing techniques,
4. Explain the values and goals of Judo,
5. Explain the cultural heritage and historical development of Judo,
6. Identify the social courtesies and etiquette of Judo,
7. Participate in the basic skills, drills and conditioning activities.
ASSIGNMENTS

PARTICIPATION
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.).

Each unexcused absence will result in a deduction from the student’s participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on instructor’s judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyUWG).

SKILLS TESTS
The skills test is based on the student’s understanding and performance of basic skills. The tests will be individually administered and each skill will be scored using a three-level rubric (emerging, adequate, mastery). Students who fail to attend class during skill testing days will earn a zero for this portion of their grade. No Exceptions.

MID-TERM SKILLS TEST
Students are expected to demonstrate the 7 basic grappling techniques covered in class (holds, chokes, armlocks). Of these, the 6 best scores will be averaged for the mid-term skills test grade.

FINAL SKILLS TEST
Students are expected to demonstrate the 8 basic throwing techniques covered in class. Of these, the 7 best scores will be averaged for the final skills test grade.

WRITTEN EXAM
The written exam will cover information given in this syllabus as well as information given throughout the course. The format will be multiple choice, short answers, and matching. The exam will cover safety and etiquette, proper care of facilities and equipment, value and goals of judo, cultural heritage and history of judo, and basic drills.
EVALUATION

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<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
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</table>

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.

GRADING POLICY

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

- 90 – 100 %: A
- 80 – 89 %: B
- 70 – 79 %: C
- 60 – 69 %: D
- 0 – 59 %: F

No extra credit work is available in this course.

CLASS POLICIES

ATTENDANCE

Students are permitted, though not encouraged, to be absent from class based on the number of times the class meets each week. If the class meets once a week, one absence is permitted for the semester. If the class meets two times per week, two absences are permitted. All other absences will be considered unexcused and will result in a grade reduction (see Participation Grade). 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. Further, students must complete any scheduled exams or assignments in advance of the class session missed.

SIGN-IN ATTENDANCE

Each student is required to sign in on the attendance sheet next to his/her name upon arriving at class. There will be a tardy attendance sheet for students who arrive 5 minutes after the designated class time. Students who are tardy should sign in after class.

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. Students who arrive late (5 minutes or more) must sign the tardy attendance sheet after class. Tardiness to class will result in a grade reduction (see Participation Grade).
LEAVING EARLY
Leaving early is only accepted and excused when pre-arranged with the professor. Pre-arranged means the student notifies the professor at least one class period in advance. Other incidences of leaving early will result in a grade reduction (see Participation Grade).

MAKE-UPS
There will be no make-ups allowed for unexcused absences or the skills tests. The written exam may only be made up when the absence is excused. Make-up dates must be arranged with the professor before the absence. Arrangements should be made as soon as possible.

DISRUPTIONS
All pagers, cell phones, watches, etc. must be silenced and remain in book bags 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.

ATTIRE
A Judo gi will be assigned to each student on the third day of class. An activity fee of $15.00 is due by the time of gi assignment. The fee partially covers maintenance and storage of gis between semesters. For students taking two semesters, the option to purchase their gi for an additional $10.00 is available. There will be damage fees assessed for damage that occurs to the gi while it is checked out. Damage incurred during normal class activity will not be subject to a fee. The fees are as follows: damage to the gi jacket $20.00, the gi pants $10.00, the gi belt $5.00. Damage includes, but is not limited to, rips or tears, and bad staining. The student will be responsible for their gi from the time the gi is issued until the gi is collected at the end of the semester. If, when the gi is issued, anything about the gi that may be considered damage is noticed, the student is responsible for bringing attention to the damage on the night the gi is issued. No watches, rings, necklaces, or jewelry of any kind may be worn. Tobacco use is not permitted in the building. Please do not chew gum during class. To be counted present a student must dress out in their gi. The gis will be taken up on the day of the final exam; please bring clothes to change into on that day.

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 professor within the first week of the semester. If you need special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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 person without appropriate documentation
4. Cutting and pasting information from the internet

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 the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and/or the Graduate Catalog.

**CLASS OUTLINE**

Week 1  Introduction, Review Syllabus, Héritage and History of Judo
Week 2  Proper Care of Facilities and Equipment; Grappling Techniques
Week 3  Safety; Grappling Techniques
Week 4  Grappling Techniques
Week 5  Etiquette and Social Courtesies; Grappling Techniques
Week 6  Grappling Techniques
Week 7  Grappling Techniques
Week 8  Midterm Skills Test
Week 9  Values and Goals of Judo; Throwing Techniques
Week 10  Safety; Throwing Techniques
Week 11  Throwing Techniques
Week 12  Throwing Techniques
Week 13  Throwing Techniques
Week 14  Throwing Techniques
Week 15  Final Skills Test
Week 16  Written Exam
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation
College: College of Education

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
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<th>Prefix</th>
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<td>1651</td>
<td>Intermediate Judo</td>
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Catalog Description: (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides an intermediate-level overview of the philosophy and techniques of martial arts in general and of Judo in particular. Students build on basic Judo skills and achieve an intermediate level of proficiency at a variety of throwing and grappling techniques. Students also deepen their knowledge and understanding of the history and philosophy of Judo.

Prerequisite(s): Beginning Judo (PHED 1650) or equivalent skill level as assessed by the instructor.

Present or Projected Enrollment: 50-60 (Students per year)  
*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Effective Date*: Fall 2007

Approval:

Department Chair: [Signature] 12/16/06

Department Chair (if cross listed): [Signature] 12/16/06

Dean of College: [Signature] 12/16/06

Dean of College (if cross listed): [Signature] 12/16/06

Chair of TEAC (if teacher prep. program): [Signature] 12/16/06

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee: [Signature] 01/25/07

Chair, Committee on Graduate Studies: [Signature] 01/25/07

Vice President for Academic Affairs: [Signature] Date

Revised 1/09/02
August 25, 2006

To: Faculty Governance Council
    College of Education

From: Dr. Deb Jenkins, Interim Chair
      Department of Physical Education and Recreation

Re: Addition of PWLA Courses

Rationale: For several years, the PER department has offered a wide range of activities under PWLA 2611: Special Activities in order to meet student needs and interests. Rather than offer these courses on an inconsistent basis as Special Activities the department wants to offer these courses on a more consistent basis with each activity having its own course number. In addition, currently students cannot enroll in more than one of these PWLA 2611: Special Activities courses without an administrative override. With this proposed change, students will be able to enroll in more than one activity class without an administrative override.

PWLA 1618: Basketball
PWLA 1629: Cardio Kickboxing
PWLA 1650: Beginning Judo
PWLA 1651: Intermediate Judo
PWLA 1660: Self Defense
PWLA 1667: Snowboarding
PWLA 1678: Strength and Conditioning
PWLA 1690: Yoga
PWLA 1694: Ultimate Frisbee
UNIVERSITY OF WEST GEORGIA

PWLA 1651
INTERMEDIATE JUDO

Semester/Year:

Credit: 1

Instructor:

Class Location:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION
This course provides an intermediate-level overview of the philosophy and techniques of martial arts in general and of Judo in particular. Students build on basic Judo skills and achieve an intermediate level of proficiency at a variety of throwing and grappling techniques. Students also deepen their knowledge and understanding of the history and philosophy of Judo.

PREREQUISITES
Beginning Judo (PHED 1650) or equivalent skill level as assessed by the instructor.

TEXT
None

COURSE OBJECTIVES
Students will:

1. Demonstrate the ability to participate at the intermediate level with a reasonable degree of safety,
2. Demonstrate the proper care of the facilities and equipment,
3. Demonstrate intermediate level skills: 4 holds, 2 chokes, 1 arm lock, and 8 throwing techniques,
4. Explain the values and goals of Judo,
5. Explain the cultural heritage and historical development of Judo,
6. Identify the social courtesies and etiquette of Judo,
7. Participate in intermediate-level skills, drills and conditioning activities.
ASSIGNMENTS

PARTICIPATION
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.).

Each unexcused absence will result in a deduction from the student’s participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on the instructor’s judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyUWG).

SKILLS TESTS
The skills test is based on the student’s understanding and performance of basic intermediate skills, including falling techniques, holding techniques, choking techniques, joint locking techniques, and throwing techniques. The test will be individually administered and each skill will be scored using a three-level rubric (emerging, adequate, mastery). Students who fail to attend class during skill testing days will earn a zero for this portion of their grade. No Exceptions.

MID-TERM SKILLS TEST
Intermediate Judo students will be graded on all 7 grappling techniques covered in class (holds, chokes, arm locks) and will be expected to know each technique by its Japanese name.

FINAL SKILLS TEST
Intermediate Judo students will be graded on all 8 throwing techniques covered in class and will be expected to know each technique by its Japanese name.

WRITTEN EXAM
The written exam will cover information given in this syllabus as well as information given throughout the course. The format will be multiple choice, short answers, and matching. The exam will cover safety, social courtesies and etiquette, care of facilities and equipment, values and goals of Judo, and intermediate level strategies and skills.
EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
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<td>Skills Tests (2)</td>
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</table>

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.

GRADING POLICY

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

- 90 – 100%  A
- 80 – 89%  B
- 70 – 79%  C
- 60 – 69%  D
- 0 – 59%  F

No extra credit work is available in this course.

CLASS POLICIES

ATTENDANCE

Students are permitted, though not encouraged, to be absent from class based on the number of times the class meets each week. If the class meets once a week, one absence is permitted for the semester. If the class meets two times per week, two absences are permitted. All other absences will be considered unexcused and will result in a grade reduction (see Participation Grade). 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. Further, students must complete any scheduled exams or assignments in advance of the class session missed.

SIGN-IN ATTENDANCE

Each student is required to sign in on the attendance sheet next to his/her name upon arriving at class. There will be a tardy attendance sheet for students who arrive 5 minutes after the designated class time. Students who are tardy should sign in after class.

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. Students who arrive late (5 minutes or more) must sign the tardy attendance sheet after class. Tardiness to class will result in a grade reduction (see Participation Grade).

LEAVING EARLY

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

MAKE-UPS
There will be no make-ups allowed for unexcused absences or the skills tests. The written exam may only be made up when the absence is excused. Make-up dates must be arranged with the professor before the absence. Arrangements should be made as soon as possible.

DISRUPTIONS
All pagers, cell phones, watches, etc. must be silenced and remain in book bags 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.

ATTIRE
A Judo gi will be assigned to each student on the third day of class. An activity fee of $15.00 is due by the time of gi assignment. The fee partially covers maintenance and storage of gis between semesters. For students taking two semesters, the option to purchase their gi for an additional $10.00 is available. There will be damage fees assessed for damage that occurs to the gi while it is checked out. Damage incurred during normal class activity will not be subject to a fee. The fees are as follows: damage to the gi jacket $20.00, the gi pants $10.00, the gi belt $5.00. Damage includes, but is not limited to, rips or tears, and bad staining. The student will be responsible for their gi from the time the gi is issued until the gi is collected at the end of the semester. If, when the gi is issued, anything about the gi that may be considered damage is noticed, the student is responsible for bringing attention to the damage on the night the gi is issued. No watches, rings, necklaces, or jewelry of any kind may be worn. Tobacco use is not permitted in the building. Please do not chew gum during class. To be counted present a student must dress out in their gi. The gis will be taken up on the day of the final exam; please bring clothes to change into on that day.

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 professor within the first week of the semester. If you need special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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 person without
appropriate documentation
4. Cutting and pasting information from the internet

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 the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and/or the Graduate Catalog.

TENTATIVE CLASS OUTLINE

Week 1  Introduction; Review Syllabus; Heritage and History of Judo  
Week 2  Proper Care of Facilities and Equipment; Grappling Techniques  
Week 3  Safety; Grappling Techniques  
Week 4  Grappling Techniques  
Week 5  Etiquette and Social Courtesies; Grappling Techniques  
Week 6  Grappling Techniques  
Week 7  Grappling Techniques  
Week 8  Midterm Skills Test  
Week 9  Values and Goals of Judo; Throwing Techniques  
Week 10  Safety; Throwing Techniques  
Week 11  Throwing Techniques  
Week 12  Throwing Techniques  
Week 13  Throwing Techniques  
Week 14  Throwing Techniques  
Week 15  Final Skills Test  
Week 16  Written Exam
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
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<th>Action</th>
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<tbody>
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<td>☐ Other</td>
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</tr>
</tbody>
</table>

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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</thead>
<tbody>
<tr>
<td>PWLA</td>
<td>1660</td>
<td>Self Defense</td>
<td>0 / 2 / 1</td>
</tr>
</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is an introduction to practical self-defense techniques against unarmed, armed, single, and multiple attackers.

Prerequisite(s)

Present or Projected Enrollment: 50-60 (Students per year)

Effective Date*: Fall 2007

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair  12/16/06

Dean of College  12/17/06

Chair of TBAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
August 25, 2006

To: Faculty Governance Council  
   College of Education

From: Dr. Deb Jenkins, Interim Chair  
       Department of Physical Education and Recreation

Re: Addition of PWLA Courses

Rationale: For several years, the PER department has offered a wide range of activities under PWLA 2611: Special Activities in order to meet student needs and interests. Rather than offer these courses on an inconsistent basis as Special Activities the department wants to offer these courses on a more consistent basis with each activity having its own course number. In addition, currently students cannot enroll in more than one of these PWLA 2611: Special Activities courses without an administrative override. With this proposed change, students will be able to enroll in more than one activity class without an administrative override.

PWLA 1618: Basketball
PWLA 1629: Cardio Kickboxing
PWLA 1650: Beginning Judo
PWLA 1651: Intermediate Judo
PWLA 1660: Self Defense
PWLA 1667: Snowboarding
PWLA 1678: Strength and Conditioning
PWLA 1690: Yoga
PWLA 1694: Ultimate Frisbee
UNIVERSITY OF WEST GEORGIA

PWLA 1660
SELF DEFENSE

Semester/Year:

Credit: 1

Instructor:

Class Location:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION
This course is an introduction to practical self-defense techniques against unarmed, armed, single, and multiple attackers.

TEXT
None

REFERENCES

COURSE OBJECTIVES
Students will:
1. Demonstrate passive self-defense techniques,
2. Define situational awareness,
3. Identify vulnerable areas of the human body,
4. Identify weapons of the human body,
5. Demonstrate active self-defense techniques against a single attacker,
6. Demonstrate active self-defense techniques against multiple attackers,
7. Demonstrate active self-defense techniques against an armed attacker.
ASSIGNMENTS

PARTICIPATION
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.).

Each unexcused absence will result in a deduction from the student's participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on the instructor's judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyUWG).

WRITTEN EXAM
One written exam will be given. It will cover situational awareness, anatomy, weapons, and self defense techniques for varied situations. The exam will include multiple choice, true/false, and short answer questions.

SKILLS TEST
The skills test is based on the student's understanding and performance of the basic mechanics of the following skills: active self defense techniques against single and multiple attackers, active self defense techniques against an armed attacker, and punch, kick, and joint locking techniques against an attacker. The test will be individually administered and each skill will be scored using a three-level rubric (emerging, adequate, mastery). Students who fail to attend class during skill testing days will earn a zero for this portion of their grade. No Exceptions.

EVALUATION

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

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<thead>
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CLASS POLICIES

ATTENDANCE
Students are permitted, though not encouraged, to be absent from class based on the number of times the class meets each week. If the class meets once a week, one absence is permitted for the semester. If the class meets two times per week, two absences are permitted. All other absences will be considered unexcused and will result in a grade reduction (see Participation Grade). 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. Further, students must complete any scheduled exams or assignments in advance of the class session missed.

SIGN-IN ATTENDANCE
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TARDINESS
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LEAVING EARLY
Leaving early is only accepted and excused when pre-arranged with the professor. Pre-arranged means the student notifies the professor at least one class period in advance. Other incidences of leaving early will result in a grade reduction (see Participation Grade).

MAKE-UPS
There will be no make-ups allowed for unexcused absences or the skills tests. The written exam may only be made up when the absence is excused. Make-up dates must be arranged with the professor before the absence. Arrangements should be made as soon as possible.
TURNING IN ASSIGNMENTS/HOMEWORK
All assignments and work must be turned in at the beginning of the class session when it is due. Students must hand the assignment or paper in to the professor in person. If you are sick, you must pre-arrange with the professor in order to have an alternative person submit your paper. Assignments/papers and homework are not accepted in the professor’s department mailbox, post office mailbox, or under the office door. Late homework assignments are not accepted.

DISRUPTIONS
All pagers, cell phones, watches, etc. must be silenced and remain in book bags 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.

ATTIRE
Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class and aerobic/anaerobic exercise. Students will not be allowed to participate without appropriate footwear. Improper attire will lower the participation grade, even if the student is present.

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 professor within the first week of the semester. If you need special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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.

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CLASS OUTLINE

Week 1: Review syllabus; passive techniques, situational awareness, vulnerable areas of the human body, natural weapons of human body, wrist grab escapes

Week 2: Hand strikes, kicks (stomping, front, rear kicks), wrist locks, clothing grab escapes, escapes from hair pulling

Week 3: Bear hug escapes, standing chokehold escapes, escape from headlock, escapes from full nelson

Week 4: Standing choke hold escapes

Week 5: Rear Break Fall, escapes from ground choke holds and headlocks

Week 6: Strike Defenses, “The Seven Hands of Defense”

Week 7: Written Exam

Week 8: Strikes, “The Seven Hands of Attack”

Week 9: The Aikido Entry Drill

Week 10: Throws (O Soto Gari, Mukae Daoshi)

Week 11: Defense against punches and front kicks

Week 12: Defense against a club, knife, pistol

Week 13: Defense against multiple attackers

Week 14: Practice Defense moves

Week 15: Review and prepare for Skills Test

Week 16: Skills Test & Course Evaluation
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix  Course  Title

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PWLA 1667 Snowboarding  0 / 2 / 1

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course offers the student the opportunity to learn to snowboard. Basic techniques such as walking, gliding, side stepping, downhill, turns and safety will be taught in North Carolina by certified instructors. A fee is required for participation in this course.

Prerequisite(s)

Present or Projected Enrollment: 50-60 (Students per year)  Effective Date*: Fall / 2007

☐ Letter Grade  ☐ Pass/Fail  ☐ Other

Grading System:

Approval:

Department Chair  Date

Dean of College  Date

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
August 25, 2006

To: Faculty Governance Council
    College of Education

From: Dr. Deb Jenkins, Interim Chair
      Department of Physical Education and Recreation

Re: Addition of PWLA Courses

Rationale: For several years, the PER department has offered a wide range of activities under PWLA 2611: Special Activities in order to meet student needs and interests. Rather than offer these courses on an inconsistent basis as Special Activities the department wants to offer these courses on a more consistent basis with each activity having its own course number. In addition, currently students cannot enroll in more than one of these PWLA 2611: Special Activities courses without an administrative override. With this proposed change, students will be able to enroll in more than one activity class without an administrative override.

PWLA 1618: Basketball
PWLA 1629: Cardio Kickboxing
PWLA 1650: Beginning Judo
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PWLA 1660: Self Defense
PWLA 1667: Snowboarding
PWLA 1678: Strength and Conditioning
PWLA 1690: Yoga
PWLA 1694: Ultimate Frisbee
UNIVERSITY OF WEST GEORGIA

PWLA 1667
SNOWBOARDING

Semester/Year:
Credit: 1
Instructor:
Class Location:
Office Location:
Office Hours:
Telephone:
E-mail:
Fax:

COURSE DESCRIPTION
This course offers the student the opportunity to learn to snowboard. Basic techniques such as walking, gliding, side stepping, downhill, turns and safety will be taught in North Carolina by certified instructors. A fee is required for participation in this course.

TEXT
None

REFERENCES

COURSE OBJECTIVES
Students will:
1. Develop a knowledge of snowboarding for the purpose of enjoyment as a lifetime sport,
2. Execute and demonstrate beginning snowboarding skills,
3. Identify safety procedures and practice safety, courtesy, and self-discipline,
4. Demonstrate proper use of snowboarding equipment,
5. Perform proper loading and unloading from various types of ski lifts.
ASSIGNMENTS

PARTICIPATION
In order to accomplish the objectives of this course, full participation in the class sessions, activities, and field trip 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.).

Each unexcused absence will result in a deduction from the student’s participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on the instructor’s judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyUWG).

WRITTEN EXAM
Each student will complete a written knowledge-based test before leaving for the trip. This test will cover the material presented in the textbook as well as the pre-trip workshops, including sport fundamentals, safety procedures, use of equipment, and use of lifts. Exam questions will be multiple choice, true/false, short answer, and essay.

SKILLS TEST
Each student will be given an evaluation test on their skills during the field trip. The skills test is based on the student’s understanding and performance of the basic mechanics of the following skills: frontside and backside falls, gliding, and toe and heel side turns.

EVALUATION
Grades are based on a combination of knowledge, skills, and participation. The knowledge component consists of the written test. The skill component consists of a skills test administered on the slopes. Students are also graded on their participation. 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. No extra credit work is available in this course.

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

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

- 90 – 100 %  A
- 80 – 89 %  B
- 70 – 79 %  C
- 60 – 69 %  D
- 0 – 59 %  F

CLASS POLICIES

FEE
A special fee is required for this course. This fee covers specific aspects of participation in the program, including textbook, equipment, lift tickets, lessons, and housing. This fee will not include special clothing, food, transportation, or other incidental or necessary expenses. This fee is independent of course tuition charges.

PRE-TRIP WORKSHOPS
All students are required to attend and fully participate in all pre-trip workshops offered on the UWG campus. No exceptions! Workshops will be scheduled in the two months prior to the snowboarding trip.

DURING THE TRIP
Students are expected to fully participate in “on the slope” activities during the program and at the time slots. Your arrival will be noted at the ski mountain and attendance will be taken at each session. Any exceptions must be noted by the instructor prior to initiation. In addition, students may be required to attend special sessions, as required for program completion, at other times during the week of the trip. Compliance with other policies, including behavior on and off the slopes, will be considered as part of students’ participation grades.

SPECIAL NOTATION
The program will be conducted regardless of weather conditions. Students should prepare accordingly. This may mean that you will have to snowboard in rain, sleet, or extremely cold or windy conditions. Snow conditions are subject to constant change in Eastern ski areas. Students must plan for and dress accordingly.

DISRUPTIONS
All pagers, cell phones, watches, etc. must be silenced and remain in book bags 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.
CLASS OUTLINE

Late October/early November - Pre-trip workshops, dates to be announced.

Workshop 1 – Introduction to Snowboarding – Go over syllabus, Course objectives; Trip information and cost

Workshop 2 – Snowboarding Basics – Trail markings and safety precautions on the slopes; Skiers/Snowboarders Safety code; Safety traveling tips to and from UWG and will at the ski site; Appropriate snowboarding patterns; Identifying terms

Workshop 3 – Snowboarding Tips – Pre-trip conditioning drills and tips; Appropriate dress; Hydration and staying warm; Equipment maintenance; Appropriate equipment; Safety with equipment

Workshop 4 - Complete paperwork and roommate assignments for trip; Collect fees; Written exam

December (five days) - Snowboarding lessons, snowboarding tests, and free time for snowboarding on site.
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
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<th>Frequency</th>
<th>Hours: Lecture/Lab/Total</th>
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<tbody>
<tr>
<td>✔</td>
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</tr>
</tbody>
</table>

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

✔ Library resources are adequate  □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
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<th>Hours: Lecture/Lab/Total</th>
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</thead>
<tbody>
<tr>
<td>PWLA</td>
<td>1678</td>
<td>Strength and Conditioning</td>
<td></td>
</tr>
</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is an introduction to the major dimensions of resistance training, cardiovascular exercise, and flexibility. It includes demonstration of proper weight lifting techniques and examination of concepts related to a variety of health topics, including fitness, nutrition, flexibility, and weight management. Emphasis is on cardiovascular exercise, anaerobic exercise, and personal responsibility for lifelong wellness.

Prerequisite(s)

Present or Projected Enrollment: 50-60 (Students per year)  Effective Date*: Fall /2007

*For a new course, one full term must pass between approval and effective date.

Grading System:  □ Letter Grade  □ Pass/Fail  □ Other

Approval:

Department Chair  Date  12/6/96

Dean of College  Date  1/27/2000

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Vice President for Academic Affairs  Date

Revised 1/09/02
August 25, 2006

To: Faculty Governance Council
   College of Education

From: Dr. Deb Jenkins, Interim Chair
       Department of Physical Education and Recreation

Re: Addition of PWLA Courses

Rationale: For several years, the PER department has offered a wide range of activities under PWLA 2611: Special Activities in order to meet student needs and interests. Rather than offer these courses on an inconsistent basis as Special Activities the department wants to offer these courses on a more consistent basis with each activity having its own course number. In addition, currently students cannot enroll in more than one of these PWLA 2611: Special Activities courses without an administrative override. With this proposed change, students will be able to enroll in more than one activity class without an administrative override.

PWLA 1618: Basketball
PWLA 1629: Cardio Kickboxing
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PWLA 1660: Self Defense
PWLA 1667: Snowboarding
PWLA 1678: Strength and Conditioning
PWLA 1690: Yoga
PWLA 1694: Ultimate Frisbee
UNIVERSITY OF WEST GEORGIA

PWLA 1678
STRENGTH & CONDITIONING

Semester/Year: 
Credit: 1
Instructor: 
Class Location: 
Office Location: 
Office Hours: 
Telephone: 
E-mail: 
Fax: 

COURSE DESCRIPTION
This course is an introduction to the major dimensions of resistance training, cardiovascular exercise, and flexibility. It includes demonstration of proper weight lifting techniques and examination of concepts related to a variety of health topics, including fitness, nutrition, flexibility, and weight management. Emphasis is on cardiovascular exercise, anaerobic exercise, and personal responsibility for lifelong wellness.

TEXT

REFERENCES

COURSE OBJECTIVES
Students will:
1. Design and implement their own personal exercise training plan,
2. Perform consistent cardiovascular exercise for 30 minutes without rest,
3. Learn circuit training, basic resistance training lifts, and flexibility techniques,
4. Understand the use of equipment, terminology, weight room rules, etiquette, and safety,
5. Keep a progression log for strength and muscular endurance,
6. Perform trunk flexion exercises each work-out day and show progression.
ASSIGNMENTS

PARTICIPATION
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.).

Each unexcused absence will result in a deduction from student’s participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on instructor’s judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyUWG).

WRITTEN EXAM
One written exam will be given. It will cover training programs, flexibility, cardiovascular exercise, weight room etiquette, and fitness components, and chapters 1-5 in the textbook. Exam questions will be multiple choice, true/false, short answer, and essay.

SKILLS TEST
The skills test is based on the student’s understanding and performance of the basic mechanics of the following skills: bench press, military press, upright rowing, squats, crunches, and reverse crunches. The test will be individually administered and each skill will be scored using a three-level rubric (emerging, adequate, mastery). Students who fail to attend class during skill testing days will earn a zero for this portion of their grade. No Exceptions.

EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Written Exam</td>
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</tr>
<tr>
<td>Skills Test</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

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<tr>
<td>90 – 100%</td>
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<td>80 – 89%</td>
<td>B</td>
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<td>70 – 79%</td>
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<td>60 – 69%</td>
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CLASS POLICIES

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Students are permitted, though not encouraged, to be absent from class based on the number of times the class meets each week. If the class meets once a week, one absence is permitted for the semester. If the class meets two times per week, two absences are permitted. All other absences will be considered unexcused and will result in a grade reduction (see Participation Grade). 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. Further, students must complete any scheduled exams or assignments in advance of the class session missed.

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

MAKE-UPS
There will be no make-ups allowed for unexcused absences or the skills tests. The written exam may only be made up when the absence is excused. Make-up dates must be arranged with the professor before the absence. Arrangements should be made as soon as possible.
TURNING IN ASSIGNMENTS/HOMEWORK
All assignments and work must be turned in at the beginning of the class session when it is due. Students must hand the assignment or paper in to the professor in person. If you are sick, you must pre-arrange with the professor in order to have an alternative person submit your paper. Assignments/papers and homework are not accepted in the professor’s department mailbox, post office mailbox, or under the office door. Late homework assignments are not accepted.

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All pagers, cell phones, watches, etc. must be silenced and remain in book bags 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.

ATTIRE
Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class and aerobic/anaerobic exercise. 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.

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 professor within the first week of the semester. If you need special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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 person without appropriate documentation
4. Cutting and pasting information from the internet

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 the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and/or the Graduate Catalog.
## CLASS OUTLINE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction; Syllabus; Class outline</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Basic weight room etiquette; Questions concerns, and answers</td>
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<tr>
<td>Week 3</td>
<td>Training programs; Correct weight lifting technique; Warm-up, flexibility, and stretching; Setting goals</td>
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<tr>
<td>Week 4</td>
<td>Beginning weight training program; Beginning at the level you are at; Progression log</td>
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<td>Week 5</td>
<td>Correct technique for upper body lifts</td>
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<td>Week 6</td>
<td>Correct technique for lower body lifts</td>
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<td>Week 7</td>
<td>Cardiovascular training; Written exam</td>
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<td>Week 8</td>
<td>Circuit training</td>
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<td>Week 9</td>
<td>Weight conditioning workout</td>
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<td>Week 13</td>
<td>Weight conditioning workout and weight management</td>
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<td>Week 14</td>
<td>Weight conditioning workout and nutrition</td>
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<td>Week 15</td>
<td>Skills test</td>
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State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

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*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

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<tbody>
<tr>
<td>PWLA</td>
<td>1660</td>
<td>Yoga</td>
<td>0 / 2 / 1</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to teach the history and terminology of yoga. The focus of the course is to teach 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.

Prerequisite(s)

Present or Projected Enrollment: 50-60 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Effective Date*: Fall 2007

Approval:

Department Chair: 12/16/06

Dean of College: 12/17/2006

Chair of TEAC (if teacher prep. program): Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee: 01/25/07

Chair, Committee on Graduate Studies: Date

Vice President for Academic Affairs: Date

Revised 1/09/02
August 25, 2006

To: Faculty Governance Council  
    College of Education

From: Dr. Deb Jenkins, Interim Chair  
      Department of Physical Education and Recreation

Re: Addition of PWLA Courses

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PWLA 1667: Snowboarding  
PWLA 1678: Strength and Conditioning  
PWLA 1690: Yoga  
PWLA 1694: Ultimate Frisbee
UNIVERSITY OF WEST GEORGIA

PWLA 1690
YOGA

Semester/Year: 
Credit: 1
Instructor: 
Class Location: 
Office Location: 
Office Hours: 
Telephone: 
E-mail: 
Fax: 

COURSE DESCRIPTION
This course is designed to teach the history and terminology of yoga. The focus for the course is to teach 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.

TEXT
No text is required, but articles and internet reading assignments will be required.

COURSE OBJECTIVES
Students will:
1. Describe the history, terminology, and benefits of participating in yoga,
2. Use and discuss proper equipment when practicing yoga,
3. Perform the physical exercise (asanas or postures) to practice yoga,
4. Perform Yoga fit breathing principles for the practice of yoga,
5. Practice connecting mind, body, and breathing by listening to the body, letting go of competition, judgment, and expectations,
6. Compare and use relaxation techniques,
7. Demonstrate techniques used in yoga through class participation and practicing yoga.
ASSIGNMENTS

PARTICIPATION
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.).

Each unexcused absence will result in a deduction from student’s participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on instructor’s judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyUWG).

ARTICLE SUMMARY
Students will complete one article summary that pertains to the health benefits of yoga, or to health problems and the benefits of practicing yoga for the treatment of illnesses or diseases. Each student will write a 1-1/2 page, double spaced summary of the article selected. A copy of the article should be attached to the summary. The packet should be clipped or stapled. The article can be from a website source, or from a yoga or physical education/health magazine or journal.

MIDTERM PAPER
Students will research Hatha Yoga. Each student will write a 3 page, double-spaced paper on the findings. APA format is required. The report must include at least one book as well as several articles and websites.

WRITTEN EXAM
One written exam will be given in which students will demonstrate their knowledge of yoga history and terminology, proper alignment and practice, body alignment, and techniques and poses. Exam questions will be multiple choice, true/false, and short answer.

SKILLS TEST
The skills test is based on the student’s understanding and performance of the basic mechanics of the following skills: breathing techniques and basic yoga poses (Mountain Pose, Warrior I, Warrior II, Triangle, and Pyramid). The test will be individually administered and each skill will be scored using a three-level rubric (emerging, adequate,
mastery). Students who fail to attend class during skill testing days will earn a zero for this portion of their grade. No Exceptions.

**EVALUATION**

<table>
<thead>
<tr>
<th>Participation</th>
<th>40%</th>
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<td>Article Summary</td>
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<tr>
<td>Written Exam</td>
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<td>Midterm Paper</td>
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</tr>
<tr>
<td>Skills Test</td>
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</tr>
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<td><strong>TOTAL</strong></td>
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**GRADING POLICY**

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

- 90 – 100 %  A
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MAKE-UPS
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4. Cutting and pasting information from the internet  

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 the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and/or the Graduate Catalog.

**CLASS OUTLINE**

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>TOPICS/ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Syllabus; Outline; Introduction to Yoga History and Terminology; Proper equipment and practice</td>
</tr>
<tr>
<td>2.</td>
<td>Breathing introduction</td>
</tr>
<tr>
<td>3.</td>
<td>Breathing technique using poses</td>
</tr>
<tr>
<td>4.</td>
<td>Connecting breath with pose</td>
</tr>
<tr>
<td>5.</td>
<td>Teaching Poses</td>
</tr>
<tr>
<td>6.</td>
<td>Workout</td>
</tr>
</tbody>
</table>
| 7.     | Teach poses and workout  
|        | Partner check |
| 8.     | Yoga for Abs; Yoga for Glut |
| 9.     | Workout |
| 10.    | Chair yoga |
| 11.    | Yoga for Stress Relief |
| 12.    | Yoga Workout |
| 13.    | Yoga Workout |
| 14.    | Skills Test |
| 15.    | Workout |
| 16.    | Written Exam |
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Physical Education and Recreation  College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>✓ Undergraduate</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Graduate</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>□ Other*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Variable credit must be explained</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- Library resources are adequate
- Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PWLA</td>
<td>1684</td>
<td>Ultimate Frisbee</td>
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</table>

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
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<td>PWLA</td>
<td>1684</td>
<td>Ultimate Frisbee</td>
<td>0 / 2 / 1</td>
</tr>
</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to teach the fundamental skills and rules of Ultimate Frisbee as well as how to play the game and how to implement basic strategies used in the game. Emphasis will be placed on skills, rules, and participation in playing the game of Ultimate Frisbee.

Prerequisite(s)

Present or Projected Enrollment: 50-60 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ✓ Letter Grade  □ Pass/Fail  □ Other

Effective Date*: Fall 2007

Approval:

Department Chair:  Date: 12/12/06

Dean of College:  Date: 12/12/06

Chair of TEAC (if teacher prep. program):  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee:  Date: 01/25/07

Chair, Committee on Graduate Studies:  Date

Vice President for Academic Affairs:  Date

Revised 1/09/02
August 25, 2006

To: Faculty Governance Council  
    College of Education

From: Dr. Deb Jenkins, Interim Chair  
    Department of Physical Education and Recreation

Re: Addition of PWLA Courses

Rationale: For several years, the PER department has offered a wide range of activities under PWLA 2611: Special Activities in order to meet student needs and interests. Rather than offer these courses on an inconsistent basis as Special Activities the department wants to offer these courses on a more consistent basis with each activity having its own course number. In addition, currently students cannot enroll in more than one of these PWLA 2611: Special Activities courses without an administrative override. With this proposed change, students will be able to enroll in more than one activity class without an administrative override.

PWLA 1618: Basketball
PWLA 1629: Cardio Kickboxing
PWLA 1650: Beginning Judo
PWLA 1651: Intermediate Judo
PWLA 1660: Self Defense
PWLA 1667: Snowboarding
PWLA 1678: Strength and Conditioning
PWLA 1690: Yoga
PWLA 1694: Ultimate Frisbee
PWLA 1694

UNIVERSITY OF WEST GEORGIA

PWLA 1694
ULTIMATE FRISBEE

Semester/Year: 

Credit: 1 

Instructor: 

Class Location: 

Office Location: 

Office Hours: 

Telephone: 

E-mail: 

Fax: 

COURSE DESCRIPTION
This course is designed to teach the fundamental skills and rules of Ultimate Frisbee as well as how to play the game and how to implement basic strategies used in the game. Emphasis will be placed on skills, rules, and participation in playing the game of Ultimate Frisbee.

TEXT

ADDITIONAL RESOURCES
www.ultimatehandbook.com/uh/

COURSE OBJECTIVES
Students will:
1. Identify the benefits, history and fundamental rules of Ultimate Frisbee,
2. Use and identify proper equipment and facilities needed to play Ultimate,
3. Perform fundamental skills for throwing and catching techniques,
4. Identify basic strategies used in Ultimate Frisbee and apply these strategies while playing.
ASSIGNMENTS

PARTICIPATION
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.).

Each unexcused absence will result in a deduction from the student's participation grade. Each incidence of tardiness or leaving early will result in a grade deduction. Evaluation of effort and conduct are based on the instructor's judgment.

As per university policy, the official communication method with students will be through campus e-mail (MyWGA).

WRITTEN EXAM
One written exam will be given. The test covers history, benefits, fundamental rules of Ultimate Frisbee, equipment and facilities, and basic strategies. Exam questions will be multiple choice, true/false, and short answer.

SKILLS TEST
The skills test is based on the student's understanding and performance of the basic mechanics of the following skills: backhand throw, forehand throw, pull or throw for distance, catching (three types), marking or guarding, faking, pivoting, throwing with a mark, and overhead hammer throw. The test will be individually administered and each skill will be scored using a three-level rubric (emerging, adequate, mastery). Students who fail to attend class during skill testing days will earn a zero for this portion of their grade. No Exceptions.

EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Written Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Skills Test</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 – 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

CLASS POLICIES

ATTENDANCE
Students are permitted, though not encouraged, to be absent from class based on the number of times the class meets each week. If the class meets once a week, one absence is permitted for the semester. If the class meets two times per week, two absences are permitted. All other absences will be considered unexcused and will result in a grade reduction (see Participation Grade). 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. Further, students must complete any scheduled exams or assignments in advance of the class session missed.

SIGN-IN ATTENDANCE
Each student is required to sign in on the attendance sheet next to his/her name upon arriving at class. There will be a tardy attendance sheet for students who arrive 5 minutes after the designated class time. Students who are tardy should sign in after class.

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. Students who arrive late (5 minutes or more) must sign the tardy attendance sheet after class. Tardiness to class will result in a grade reduction (see Participation Grade).

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

MAKE-UPS
There will be no make-ups allowed for unexcused absences or the skills tests. The written exam may only be made up when the absence is excused. Make-up dates must be arranged with the professor before the absence. Arrangements should be made as soon as possible.
TURNING IN ASSIGNMENTS/HOMEWORK
All assignments and work must be turned in at the beginning of the class session when it is due. Students must hand the assignment or paper in to the professor in person. If you are sick, you must pre-arrange with the professor in order to have an alternative person submit your paper. Assignments/papers and homework are not accepted in the professor’s department mailbox, post office mailbox, or under the office door. Late homework assignments are not accepted.

DISRUPTIONS
All pagers, cell phones, watches, etc. must be silenced and remain in book bags 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.

ATTIRE
Students are required to dress in light, comfortable clothing and shoes that are appropriate for an activity class and aerobic/anaerobic exercise. Students will not be allowed to participate without appropriate footwear. No dress clothes or shoes or blue jeans will be permitted. Improper attire will result in a reduction in the participation grade, even if the student is present.

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 professor within the first week of the semester. If you need special accommodations for a disability, please bring your student disability report from Disability Services to the instructor to discuss your needs.

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

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 the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and/or the Graduate Catalog.
CLASS OUTLINE

Week 1: Introductions & Cooperative/Acquaintance Activities

Week 2: Ultimate Frisbee video presentations & power point rules presentation

Week 3: Fundamental instruction for throwing and catching the disc through demonstration & practice of basic backhand and forehand and the clamping, sandwich and one hand catch

Week 4: Instruction for throwing with the pivot & marking strategies for person-to-person defense

Week 5: Basic drills incorporating throwing skills with defensive marking

Week 6: Initiate game situations with small teams incorporating offensive strategies

Week 7: Continue game situations with small teams focusing on defensive strategies

Week 8: Written exam for demonstrating knowledge of the game; Play actual games with 7 person teams

Week 9: Introduce more advanced offensive strategies & throwing techniques; practice advanced skills & play actual games with 7 person teams

Week 10: Practice of skills and actual game play

Week 11: Practice of skills and actual game play

Week 12: Practice of skills and actual game play

Week 13: Practice of skills and actual game play

Week 14: Practice of skills and actual game play

Week 15: Skills Test

Week 16: Class tournament competition
Addendum III
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
<th>Credit</th>
<th>Hours: Lecture/Lab/Total</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
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<td>□ Undergraduate</td>
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<td></td>
<td>□ Graduate</td>
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<td></td>
<td></td>
<td></td>
<td>□ Other*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Geographic Information Systems Certificate

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s)

Present or Projected Enrollment: (Students per year) Effective Date*: / Temp Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

[Signature] [Date]

[Signature] [Date]

[Signature] [Date]

[Signature] [Date]

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit)

[Signature] [Date]

Vice President for Academic Affairs [Date]

Revised 1/09/02
Proposal for Geographic Information Systems Certificate

Department of Geosciences
November 14, 2006

Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Non-degree graduate certificate</th>
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<tbody>
<tr>
<td>Name of Proposed Certificate</td>
<td>Geographic Information Systems Certificate</td>
</tr>
<tr>
<td>Offered by (through)</td>
<td>College of Arts and Sciences (Department of Geosciences)</td>
</tr>
<tr>
<td>Total Credit Hours of Certificate</td>
<td>15</td>
</tr>
<tr>
<td>Proposed Implementation Date</td>
<td>Fall 2007</td>
</tr>
</tbody>
</table>

A. Introduction

During the last two decades, geographic information systems (GIS) have been used by public and private institutions as a fundamental toolset for managing geospatial infrastructure. As GIS technologies change rapidly, GIS technicians are required to keep updating their knowledge and skills frequently. To meet the needs of students and community, many universities offer GIS certificate programs to traditional and non-traditional students. University of Georgia, Georgia State University, Gainesville State College and Kennesaw State University are some examples in the State of Georgia.

The Department of Geosciences, UWG, proposes to create a graduate-level GIS certificate program as a non-degree-seeking, personal-enrichment program. The proposed certificate will provide individuals with the GIS concepts and skills to acquire, process, manage, analyze, and visualize geographic data. The Department believes that the proposed certificate program will contribute to the University’s mission by extending University’s services to the West Georgia community.

B. Descriptions

- Purpose

The Department of Geosciences at the University of West Georgia offers a 15 hour course of study leading to a Geographic Information Systems Certificate. The GIS Certificate is designed to meet the needs of students and community. The GIS Certificate program aims at providing non-traditional students and field professionals with updated GIS knowledge and skills for further enhancement of their GIS career. It also aims at providing traditional students with a set of practical GIS skills to access the GIS market.
Learning Outcomes

Certificate students will demonstrate the knowledge and skills of:

- creating, managing, analyzing and visualizing GIS data
- using GIS software packages for research and services
- implementing and developing enterprise GIS applications
- processing and analyzing remotely-sensed digital imagery, and
- designing valuable maps

Admission to the Program

The GIS Certificate is open to all professionals and current students who have a bachelor’s degree with a GPA of 2.5 or above. Any bachelor’s degree meets the requirement of admission. Prospective students must apply for the admission to the non-degree seeking program as described in the Graduate Catalog. The current students who are enrolled in the UWG Graduate programs do not need to apply for the admission.

Students must submit the GIS Certificate Application Form to the GIS Program Director at the Department of Geosciences before starting course works.

The current students who are enrolled in the UWG Graduate program do not need to apply for the admission. They must submit the GIS Certificate Application Form to the GIS Program Director at the Department of Geosciences.

Course Requirements

- Pre-requisites
  - Students lacking appropriate background may be required to take GEOG 2553 (Fundamentals of Mapping Science).
  - Students must consult pre-requisites with the GIS program director.

- Required Courses (15 credit hours)
  - Students must take the following three courses:
    - GEOG 5553 Geographic Information Systems (4 cr.)
    - GEOG 6753 Advanced GIS and Spatial Analysis (4 cr.)
    - GEOG 6686 Image Processing (4 cr.)
  - The student must take one from the following courses:
    - GEOG 5562 Airphoto Interpretation & Photogrammetry (4 cr.)
    - GEOG 5554 Computer Cartography (4 cr.)
    - GEOG 5086 Internship (3 cr. maximum)
    - GEOG 7685 Remote Sensing for Teachers (4 cr.)

- The students may take courses via the Web with the instructor’s permission.
The Certificate will be issued to the students who complete all required courses with B or better grades.

Students must submit a copy of their transcript and the GIS Certificate Course Completion Form to the GIS Program Director during the last semester of their study in order to receive the Certificate.

C. Course Addition and Modification

- The proposed certificate program requires adding and modifying the following courses:
  - GEOG 5553 Geographic Information Systems (Modification)
  - GEOG 6753 Advanced GIS and Spatial Analysis (Addition)
  - GEOG 6686 Image Processing (Addition)
  - GEOG 5562 Airphoto Interpretation and Photogrammetry (Addition)
  - GEOG 5554 Computer Cartography (Addition)

- The graduate-level courses will be jointly offered with undergraduate-level courses.

- The graduate-level courses will be different from the undergraduate ones in that they will require research projects and presentations. Please see the detail in the attached documents.

D. Resources

- The GIS Certificate program will be an add-on to what the Geosciences Department offers currently. There is no significant resource additions expected, except the time to develop on-line materials.

- Faculty
  - Dr. Seong and Dr. Dodge will teach GIS, remote sensing, and image processing.
  - The following extra overload time is expected to develop online materials:
    - 360 hours per course [= 15 week materials × 24 hours/material]
    - Four courses in minimum will be developed as the Web format, requiring 1,440 hours [= 360/course × 4 courses] of on-line course development time.
  - In each semester, the following overload for managing an online course is expected:
    - 120 hours per course [=8 hours/week × 15 weeks]

- Software Licenses
  - GIS software necessary for the GIS Certificate program is available to individual students through the ESRI University-wide Site License Program.
UWG has maintained this site license for the last several years. See, http://gis2.esri.com/industries/education/promo/index.cfm for details.
- Image processing software is available through the UWG's license agreement with Leica-Geosystems, Inc. Students can use the software in the GIS lab. In addition, instructional materials for image processing will be gradually reformatted with free or low-cost software packages.
- There is no expected additional license cost.

- **Hardware**
  - The GIS lab has enough computers. In addition, the new Callaway Addition will house another computer lab.
  - There is no need to add more hardware resources.

- **Organization**
  Additional work is expected from the Geosciences Department, the College of Arts and Sciences, the Graduate School, and the University; however, it shouldn't be a significant overload to the existing workload.

**E. Impact on Other Programs**

There is no impact anticipated to other UWG programs.
GIS Certificate Application Form

Student Information
Name:
Date and signature:
Email accounts:
Telephone numbers:
Address:
Bachelor degree
From:
Major:
Year:

Experiences
GIS experience, if any
Years of using GIS:
Software Packages:
Current job information, if any
Institution:
Position:

Computer skills

<table>
<thead>
<tr>
<th>Software</th>
<th>Level of Knowledge</th>
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</thead>
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<tr>
<td>Word processor (Ex. MS Word)</td>
<td>very well</td>
</tr>
<tr>
<td>Spread sheet (Ex. MS Excel)</td>
<td>a bit</td>
</tr>
<tr>
<td>Database (Ex. MS Access)</td>
<td>very well</td>
</tr>
<tr>
<td>Programming (Ex. C++, Java)</td>
<td>a bit</td>
</tr>
<tr>
<td>Web design (Ex. HTML, PHP, ASP)</td>
<td>don't know</td>
</tr>
<tr>
<td>Image handling (Ex. Photoshop)</td>
<td>very well</td>
</tr>
<tr>
<td>Video editing (Ex. Premier)</td>
<td>a bit</td>
</tr>
<tr>
<td>OS administration (Ex. Windows, UNIX)</td>
<td>don't know</td>
</tr>
</tbody>
</table>

Thank you for applying for the GIS Certificate Program. GIS Program Director will contact you soon. Please submit this document to:

GIS Program Director, Department of Geosciences, University of West Georgia
1601 Maple St., Carrollton, GA 30118. Tel: (678) 839-4051
GIS Certificate Course Completion Form
Department of Geosciences, UWG

Student Information
Name: ____________________________
Date: ____________________________
Email accounts: ____________________
Telephone numbers: ____________________
Address: ____________________________

Completion of Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>GEOG 5553 Geographic Information Systems</td>
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<tr>
<td>GEOG 6753 Advanced GIS and Spatial Analysis</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 7685 Remote Sensing for Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Delivery of GIS Certificate

Delivery address: ____________________________

Thank you for joining to the GIS Certificate Program. Please submit this document to:

GIS Program Director, Department of Geosciences, University of West Georgia
1601 Maple St., Carrollton, GA 30118. Tel: (678) 839-4051.
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix GEOG Course 5553 Title Geographic Information Systems

Credit
☐ Undergraduate
☑ Graduate
☐ Other*

Frequency
☑ Every Term
☐ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate
☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title
GEOG 5553 Geographic Information Systems

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s) GEOG 2553 or Instructor Permission

Present or Projected Enrollment: 50 (Students per year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

[Signature]

Department Chair Date
Department Chair (if cross listed) Date
Dean of College Date
Dean of College (if cross listed) Date
Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course Modification

Name: Geographic Information Systems
Course Number: GEOG 5553
Proposed Prerequisites: GEOG 2553 or Instructor Permission
Credit Hours: 4

RATIONALE

Along with the change of the geography programs, this GIS class needs to be modified.

DESCRIPTION

1. Objectives (No change)
2. Grading Policies (No change)
3. Course Numbering and Credit Hours (No change)
4. Prerequisites

Change Prerequisites as follows:

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
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<tbody>
<tr>
<td>GEOG 3253 or Consent of Department</td>
<td>GEOG 2553, or Instructor Permission</td>
</tr>
</tbody>
</table>

Rationale: Students need to know the fundamentals of mapping sciences before joining this class. Instructor permission is needed to help the graduate-level, non-degree program students or other major students with sufficient prior knowledge on mapping sciences.

5. Course Outlines (No change)
6. Texts (No change)
7. Other resources (No change)
8. Graduate Level Requirement

Students in GEOG 5553 must do a GIS research project.

9. Bulletin Description (No change)
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title

<table>
<thead>
<tr>
<th>Action</th>
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<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>✔ Course</td>
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<tr>
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</tr>
<tr>
<td>✔ Credit</td>
<td>☑ Number</td>
<td>☑ Title</td>
</tr>
<tr>
<td>☑ Title</td>
<td>☑ Description</td>
<td>☑ Other*</td>
</tr>
</tbody>
</table>

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

GEOG 6753 Advanced GIS and Spatial Analysis 2 / 4 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s) GEOG 5553 or Instructor Permission

Present or Projected Enrollment: 20 (Students per year)

Effective Date*: Fall 2007

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Date

Department Chair

Date

Department Chair (if cross listed)

Date

Dean of College

Date

Dean of College (if cross listed)

Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
New Course

Proposed Name: Advanced GIS and Spatial Analysis
Proposed Course Number: GEOG 6753
Proposed Prerequisites: GEOG 5553 or Instructor Permission
Proposed Credit Hours: 4

RATIONALE

The rapidly-changing geospatial sciences field asks students to prepare dynamic knowledge and skills in their programs of study. In addition to introductory GIS classes, many universities provide advanced GIS and spatial analysis classes in their GIS concentrations. Along with the proposed program change, an advanced GIS course is needed. This course will serve for providing students with advanced knowledge and techniques on GIS and spatial data analysis.

DESCRIPTION

1. Objectives
   This course intends to provide students with advanced knowledge and techniques in GIS and spatial data analysis. After finishing this course successfully, students should be able to:
   - describe how to implement enterprise GIS applications
   - use spatially-enabled relational databases for managing geospatial datasets
   - implement and deploy Internet GIS applications
   - analyze spatial pattern and process with geostatistical methods
   - find spatial problems and apply GIS techniques to help spatial decision making
   - summarize and present GIS research results

2. Grading Policies
   This course will be graded using the A–F scale.
   Exams          30%
   Exercises      30%
   Project/Presentation  40%
   -----------------------
   Total          100%

3. Course Numbering and Credit Hours
   It is reasonable to offer this course at the 6000 level with the course number of GEOG 6753 because the proposed course is a capstone course in the GIS area. Three (4) credit hours are appropriate for this class, where four (4) hours per week is composed of lectures, hands-on exercises, student research and presentations.
4. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Contents</th>
<th>Exercises</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enterprise GIS Applications</td>
<td>Advanced handling of Spatial Data</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Spatially-enabled RDBMS</td>
<td>Geodatabases</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>GIS DB Schema</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Attribute DB Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>GIS Data Sources with SRDBMS</td>
<td>Geocoding and Network Analysis</td>
<td>Exam 1</td>
</tr>
<tr>
<td>6</td>
<td>H/W and S/W Issues in GIS</td>
<td>Advanced Field Survey with ArcPAD</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mobile GIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Organizational Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Fundamentals of Internet GIS</td>
<td>Internet GIS</td>
<td>Exam 2</td>
</tr>
<tr>
<td>10</td>
<td>Location-Based Services (LBS)</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>GIS and Geostatistics</td>
<td>Geostatistics and GIS Modeling</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Advanced GIS Modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Advanced GIS Data Editing</td>
<td>3-D Visualization</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Advanced 3-D Visualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Student Project Development</td>
<td>Project Development</td>
<td>Exam 3</td>
</tr>
<tr>
<td>16</td>
<td>Student Project Development</td>
<td></td>
<td>Presentation</td>
</tr>
</tbody>
</table>

5. Texts

Various texts are available for this course. Examples are as follows:


6. Prerequisites

Because this is an advanced GIS class, GEOG 5553 (GIS) is required as a prerequisite. Instructor permission is also needed to help the students who demonstrated sufficient prior knowledge on GIS.

7. Other resources

Existing library and GIS resources are sufficient. Some GPS-enabled PDA units are needed.

8. Graduate Level Requirement

Graduate students must perform a research project. The final output must be presented to students.

9. Bulletin Description

An advanced course in GIS and geospatial data analysis. Topics include enterprise GIS applications, spatially-enabled RDBMS, advanced issues in GIS, organizational issues, GIS modeling, geostatistics, and contemporary geospatial techniques. Project required.
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
<th>Credit</th>
<th>Frequency</th>
</tr>
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<tbody>
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<td>☑ Course</td>
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</tr>
<tr>
<td>☑ Credit</td>
<td>☑ Number</td>
<td>☑ Title</td>
<td>☑ Description</td>
<td>☑ Other*</td>
<td>☑ Graduate</td>
</tr>
</tbody>
</table>

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title | Hours: Lecture/Lab/Total
GEOG 6688 Image Processing | 2 / 2 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s)

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall / 2007

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Signed: Carter Kuhl 11-16-06

Department Chair Date Department Chair (if cross listed) Date

Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
New Course

Proposed Name: Image Processing
Proposed Course Number: GEOG 6686
Proposed Credit Hours: 4

RATIONALE

Along with the change of the geography programs, a graduate-level, image processing course is needed.

DESCRIPTION

1. Objectives
   To process remote sensing imagery from various airborne and satellite sensors, for diverse applications. During this class you will learn to:

   ✤ Perform image enhancement to increase interpretability of imagery
   ✤ Classify imagery using both unsupervised and supervised methods and integrate field work/ground truth into the classification
   ✤ Perform and analyze Change Detection
   ✤ Mosaic imagery to develop regional data coverages
   ✤ Integrate remote sensing imagery and classifications into a GIS database
   ✤ Import GIS coverages into remote sensing projects
   ✤ Develop presentation-quality maps using remote sensing software

2. Grading Policies
   Students will be graded using the A~F scale. Specifically, they will be evaluated as follows:

   Exams: 30%
   Assignments: 30%
   Project: 40%

   Total: 100%

3. Course Numbering and Credit Hours

   GEOG 6686 is reasonable.
4. Prerequisites

No pre-requisite

5. Course Outlines

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principles of remote sensing</td>
</tr>
<tr>
<td>2</td>
<td>Remote sensing systems</td>
</tr>
<tr>
<td>3</td>
<td>Fundamentals of digital image processing</td>
</tr>
<tr>
<td>4</td>
<td>Unsupervised classification</td>
</tr>
<tr>
<td>5</td>
<td>Image correction</td>
</tr>
<tr>
<td>6</td>
<td>NDVI</td>
</tr>
<tr>
<td>7</td>
<td>Subsetting and recoding</td>
</tr>
<tr>
<td>8</td>
<td>Supervised image classification</td>
</tr>
<tr>
<td>9</td>
<td>Merging classes and change detection</td>
</tr>
<tr>
<td>10</td>
<td>Layer stacking and image manipulation</td>
</tr>
<tr>
<td>11</td>
<td>Data collection and project development</td>
</tr>
<tr>
<td>12</td>
<td>Project development</td>
</tr>
<tr>
<td>13</td>
<td>Project development</td>
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<tr>
<td>14</td>
<td>Project development</td>
</tr>
<tr>
<td>15</td>
<td>Project development</td>
</tr>
<tr>
<td>16</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

6. Texts

Various texts are available for this course. Some examples are as follows:


7. Other resources

Current department and library resources are sufficient.

8. Graduate Level Requirement

Graduate students must perform a research project.

9. Bulletin Description

Instruction and practice in the technique of digital image handling and analysis. Students will use airborne and satellite imagery to detect various features and changes. Project required.
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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</table>

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<tr>
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<th>Credit</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
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<td>□ Every Term □ Yearly □ Other</td>
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<tr>
<td>□ Modify ☑ Add □ Delete</td>
<td>*Variable credit must be explained</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
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<th>Prefix</th>
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<tbody>
<tr>
<td>GEOG</td>
<td>5552</td>
<td>Airphoto Interpretation and Photogrammetry</td>
</tr>
</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s) GEOG 5553 or Instructor Permission

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall 2007 (term/year)

Grading System: ☑ Letter Grade □ Pass/Fail □ Other

Approval:

[Signature]
Department Chair 11-10-05

Date

Department Chair (if cross listed) Date

Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
New Course

Proposed Name: Airphoto Interpretation and Photogrammetry
Proposed Course Number: GEOG 5562
Proposed Prerequisites: GEOG 5553 or instructor permission
Proposed Credit Hours: 4

RATIONALE

Along with the proposed change of geography programs, it is necessary to offer this course at the graduate level. With the development of Geospatial data collection equipments, more and more high-resolution digital aerial photos are available. Measuring and interpretation directly on high resolution images are more and more popular and important. For example, the Georgia State Department of Transportation (GA DoT) monitors urban growth with high-resolution (ex. one meter) digital aerial photos. Those photos are taken annually or biannually. The Carroll County (http://qpublic.net/ga/carroll/index.html) also monitors land parcels with high-resolution aerial photos. Many GIS applications use airphotos as back-drop map for constructing various layers on top of them. It is essential to acquire knowledge and techniques on aerial imagery. This course will serve for providing students with knowledge and techniques on photogrammetry and airphoto interpretation.

DESCRIPTION

1. Objectives
   This course intends to provide students with advanced knowledge and techniques on photogrammetry and airphoto interpretation. After finishing this course successfully, students should be able to:
   + enhance colors of aerial photos
   + fix geometric distortions in aerial photos
   + produce orthophotos
   + interpret elevation and produce DEM from stereo-pair images
   + interpret ground targets including man-made features, geologic features, and vegetation
   + make maps from aerial interpretation

2. Grading Policies
   This course will be graded using the A–F scale.
   
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Exercises and Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
3. Course Numbering and Credit Hours

It is reasonable to offer this course at the 5000 level with the course number of GEOG 5562. Four (4) credit hours are appropriate for this class, where four (4) hours per week is composed of lectures and exercises.

4. Course Outlines

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<th>Week</th>
<th>Contents</th>
<th>Exercises</th>
<th>Other</th>
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<td>1</td>
<td>Introduction to Photogrammetry</td>
<td>Airphoto</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Airphoto Geometry</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Digital Photogrammetry</td>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Orientation</td>
<td>with Photos</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Adjustment</td>
<td>Orthophoto</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Orthophoto</td>
<td>Generation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3-D Stereoscopy</td>
<td>3-D</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Enhancing Digital Photos</td>
<td>Stereoscopy</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Airphoto Interpretation Methods</td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Interpretation of Color Infrared Photos</td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Interpretation of Radar Imagery</td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Interpretation with Multiple Images</td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Land Use Land Cover Interpretation</td>
<td>Interpretation</td>
<td></td>
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<tr>
<td>14</td>
<td>Interpreting Atmosphere &amp; Water Resources</td>
<td>Interpretation</td>
<td></td>
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<tr>
<td>15</td>
<td>Interpretation of Earth Surface Phenomena</td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Environmental Monitoring &amp; Assessment</td>
<td>4</td>
<td>Exam 2</td>
</tr>
</tbody>
</table>

5. Texts

Various texts are available for this course. Examples are as follows:


6. Prerequisites

GEOG 5553 (GIS) or instructor permission is required as a prerequisite. Instructor permission is needed to help the graduate-level, non-degree program students or other major students with sufficient prior knowledge on mapping sciences.

7. Other resources

Existing lab and library resources are sufficient. No additional resources are needed.

8. Graduate Level Requirement

Research project required.
9. Bulletin Description

Study on airphoto interpretation and photogrammetry. Topics include digital airphotos, correcting airphoto distortions, orthophoto generation, stereoscopy and DEM generation, airphoto interpretation techniques, and mapping with airphotos. Project required.
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title

Action
☑ Course □ Program
☐ Modify ☑ Add ☐ Delete
☑ Credit ☑ Number ☑ Title ☑ Description ☑ Other

Credit
☐ Undergraduate ☑ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☐ Every Term ☑ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

GEOG 5554 Computer Cartography

Prefix Course Title

Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s) GEOG 5553 or Instructor Permission

Present or Projected Enrollment: 20 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Carter Mallory 11-16-06

Department Chair Date Department Chair (if cross listed) Date

Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
New Course

Proposed Name: Computer Cartography
Proposed Course Number: GEOG 5554
Prerequisite: GEOG 5553, or Instructor Permission
Proposed Credit Hours: 4

RATIONALE

Along with the change of the geography programs, a graduate-level Computer Cartography course is needed.

DESCRIPTION

1. Objectives
   This course intends to provide students with advanced knowledge and techniques on computer cartography and map design. In this course, students will focus more on map design and communication issues. After finishing this course successfully, students should be able to:
   ✦ use map symbols effectively
   ✦ design graphs & diagrams effectively
   ✦ design terrain maps
   ✦ design dot density & proportional symbol maps
   ✦ design choropleth maps
   ✦ construct cartograms
   ✦ use typography effectively
   ✦ use colors effectively
   ✦ modify map projections as needed
   ✦ create image maps effectively
   ✦ criticize maps
   ✦ use maps for effective communication media

2. Grading Policies
   Students will be graded using the A–F scale. Specifically, they will be evaluated as follows:
   
   Exams: 30%
   Assignments: 30%
   Project: 40%
   
   Total: 100%

3. Course Numbering and Credit Hours
   Students should take this course after taking GIS (GEOG 5553). A higher number than GEOG 5553 is needed. GEOG 5554 is reasonable.
4. Prerequisites
Students need to know GIS before joining this class. GEOG 5553 needed to be a prerequisite. Instructor Permission is needed for the experienced GIS students.

5. Tentative Course Outlines

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Exercises</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to map design</td>
<td>Visualization</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Geographic data and visualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Map design process and elements</td>
<td>Symbolization</td>
<td></td>
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<tr>
<td>4</td>
<td>Map symbols</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Mapping terrain and surfaces</td>
<td>Map design - 1</td>
<td>Exam 1</td>
</tr>
<tr>
<td>6</td>
<td>Dot density &amp; proportional symbol maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Choropleth map and cartogram</td>
<td>Map design - 2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Effective use of colors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Advanced labeling and typography</td>
<td>Map design - 3</td>
<td>Exam 2</td>
</tr>
<tr>
<td>10</td>
<td>Digital and Internet maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Advanced handling of map projections</td>
<td>Map design - 4</td>
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<tr>
<td>12</td>
<td>Maps and decorations</td>
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<td></td>
</tr>
<tr>
<td>13</td>
<td>Communication with maps</td>
<td>Map design - 5</td>
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</tr>
<tr>
<td>14</td>
<td>Current issues on map design</td>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>Project development</td>
<td>Project development</td>
<td>Exam 3</td>
</tr>
<tr>
<td>16</td>
<td>Project development</td>
<td></td>
<td>Presentation</td>
</tr>
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</table>

6. Texts
Various texts are available for this course. Some examples are as follows:

7. Other resources
Current department and library resources are sufficient.

8. Graduate Level Requirement
Graduate students must perform a mapping project.

9. Bulletin Description
Instruction and practice in the technique of computer-assisted map design and production. Students will design various digital maps with GIS datasets and images. Project required.
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)
Prefix GEOG Course 5553 Title Geographic Information Systems

<table>
<thead>
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*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)
Prefix GEOG Course 5553 Title Geographic Information Systems

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s) GEOG 2553, or Instructor Permission

Present or Projected Enrollment: 20 (Students per year)
Effective Date*: Fall 2007

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair

Dean of College

Chair of TEAC (if teacher prep. program)

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee

Chair, Committee on Graduate Studies

Vice President for Academic Affairs

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix | Course | Title
---|---|---
☑ Course |☐ Program
☐ Modify | ☑ Add | ☐ Delete
☑ Credit | ☑ Number | ☑ Title | ☑ Description | ☐ Other

Credit
☐ Undergraduate
☑ Graduate
☐ Other*

*Variable credit must be explained

Frequency
☐ Every Term
☑ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

GEOG 5554 Computer Cartography

4 / 0 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s) GEOG 5553, or Instructor Permission

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall / 2007

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Signature: [Signature]
Date: 12-06-06

Department Chair

Date: DEC 19 2006

Department Chair (if cross listed)

Dean of College
Date: [Signature]

Dean of College (if cross listed)

Chair of TEAC (if teacher prep. program)

Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Signature: [Signature]
Date: 11/21/07

Chair, Undergraduate Academic Programs Committee
Date

Chair, Committee on Graduate Studies
Date

Vice President for Academic Affairs
Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

**Department:** Geosciences  
**College:** College of Arts & Sciences

**Current course catalog listing:** (for modifications or deletions)

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*Variable credit must be explained

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

**Proposed Course Catalog Listing:** (For new courses or for modification)

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<td>Airphoto Interpretation and Photogrammetry</td>
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**Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):**

Please see the attachment.

**Prerequisite(s):** GEOG 5553, or Instructor Permission

**Present or Projected Enrollment:** 20 (Students per year)  
**Effective Date**: Fall 2007

*For a new course, one full term must pass between approval and effective date.

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**Approval:**

[Signatures and dates]

**Chair of TEAC (if teacher prep. program)**

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).
Course or Program Addition, Deletion or Modification Request

Department: Geosciences  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☐ Library resources are adequate  
☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s)

Present or Projected Enrollment: 20  (Students per year)  
Effective Date*: Fall 2007

Grading System:  
☐ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature]  12/06/06

Department Chair  Date  DEC 19 2006

[Signature]  Date

Dean of College  Date  Dean of College (if cross listed)

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signature]  Date

Chair, Undergraduate Academic Programs Committee  Date

[Signature]  Date

Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Geosciences
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Action
- [ ] Course
- [x] Program
- [ ] Modify
  - [ ] Credit
  - [ ] Number
  - [ ] Title
  - [ ] Description
  - [ ] Other

Credit
- [ ] Undergraduate
- [x] Graduate
- [ ] Other*

*Variable credit must be explained

Frequency
- [ ] Every Term
- [x] Yearly
- [ ] Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix | Course | Title | Hours: | Lecture/Lab/Total |
-------|--------|-------|--------|-------------------|
GEOG  | 6753   | Advanced GIS and Spatial Analysis | 4 / 0 / 4 |

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see the attachment.

Prerequisite(s) GEOG 5553, or Instructor Permission

Present or Projected Enrollment: 20 (Students per year)

Effective Date*: Fall 2007

Grading System:
- [x] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

[Signature] (Department Chair) DEC 19 2006

[Signature] (Dean of College) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signature] Date

Chair, Undergraduate Academic Programs Committee

[Signature] Date

Chair, Committee on Graduate Studies

[Signature] Date

Vice President for Academic Affairs Date

Revised 1/09/02
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: PSYCHOLOGY
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix PSYC 6550 Title Lacanian Psychoanalysis

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<td>□ Other*</td>
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*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

✓ Library resources are adequate  □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix 6550 Title Lacanian Psychoanalysis

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An introduction to the clinical field of Lacanian Psychoanalysis involving understanding the theoretical background and clinical foundations of the approach to the subject of the unconscious found in the work of French psychoanalyst Jacques Lacan. Course covers the implications of his reading of Freud and psychoanalysis.

Prerequisite(s) None

Present or Projected Enrollment: 15 (Students per year) Effective Date*: Fall 2006

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval: ☑

Department Chair 11-09-05

Department Chair (if cross listed)

Dean of College

Dean of College (if cross listed)

Chair of TEAC (if teacher prep. program)

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Readings:
Lacan, Function & Field in Ecrits
Chapter Two in Fink
Handout on the Variable Session, from Clinical Studies

Direction of the Treatment in Ecrits
Chapter 1 in Fink
Samuels, Passing Beyond Ego Psychology (electronic Reserve)

Weeks 11-15
Basic Lacanian Concepts, some Freud, using language while articulating the place of loss and the subject of the drive

Readings:
Lacan, Mirror Stage & Aggressiveness from Ecrits
Lacan, On the instance of the letter from Ecrits
Lacan, Subversion of the Subject
Freud, Instincts and their Vicissitudes (E-R)
Shepherdson: The Visible, Invisible and the Gaze (E-R)
Lacan The Four Fundamental Concepts, the drive (E-R)
Fink, chapter 4 & 6
Mieli, Secret Weapon

E. Required Books:
Recommended Books
Course or Program Addition, Deletion or Modification Request

Department: Psychology  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Action

- [ ] Modify
- [ ] Add
- [ ] Delete
- [ ] Credit
- [ ] Number
- [ ] Title
- [ ] Description
- [ ] Other

Credit

- [ ] Undergraduate
- [x] Graduate
- [ ] Other*

Frequency

- [ ] Every Term
- [x] Yearly
- [ ] Other

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Development of expertise as a teacher in both academic and psycho-educational settings. Required for all teaching assistants.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)

*For a new course, one full term must pass between approval and effective date.

- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Effective Date*: Fall 2007

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman; six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit.

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Course Syllabus
PSYC 9000: Teaching Practicum

Course Description:

Teaching is at the center of the college and university professor’s vocation, and deserves all the energy and commitment that we can bring to it. The purpose of this practicum is to facilitate graduate students’ involvement in teaching, and to provide a conceptual context in which their experience can be understood and nurtured. The practicum is appropriate for both students’ work as teaching assistants in which a faculty member remains the primary instructor, or for courses in which the graduate student is the primary instructor.

This teaching practicum is not an independent learning experience. Rather, it is an endeavor in which graduate student teachers and their faculty supervisor will work collaboratively around their teaching roles. Student teachers will be involved to the extent possible in all aspects of the teaching experience, including course planning and implementation, presentation of course material, work with individual students and groups of students outside the classroom, and evaluation and assessment of classroom learning.

Course Objectives/Outcomes:

Through participation in this course we hope that student teachers will:

1. Begin to develop a philosophy of teaching that is rooted in others’ perspectives but emerges in a way that is congruent with their own being
2. Appreciate practical issues involved in course design and syllabus preparation
3. Consider the complexity of assessment and evaluation of student learning and participate in various approaches to testing
4. Take up the thorny issues of engaging students in a way that is developmentally appropriate but facilitating of critical thinking
5. Be able to consider various approaches to classroom management, including issues around attendance, academic dishonesty, and attrition
6. Understand and begin to apply some fundamental anchors of ethical teaching practice
7. Begin the process of developing and delivering effective classroom presentations
8. Consider some teaching issues specific to larger and smaller classes
9. Become acquainted with various teaching technologies and experiment with several
10. Appreciate issues of student diversity along gender, ethnic, developmental, and other lines, and the way these influence teaching work
11. Begin the life-long process of assessment and self-evaluation of teaching

Course Requirements:

This practicum is similar to other graduate courses, with weekly seminar meetings, reading assignments, and key requirements of consistent preparation and active participation. What makes this particular seminar a "practicum" is the parallel experiential involvement in a teaching role, a role in which the conceptual dilemmas hinted at in the readings and discussion are played out in the teaching work.
Additionally, this practicum enables student teachers to be both obligated and empowered to do teaching work, and as such has an ethical component in safeguarding the sacred territory of learning. Students who are not committed completely to the teaching work are encouraged not to enroll, and those demonstrating along the way a lack of such commitment will be asked to seek coursework in which there is a different ethic. Students participating in the class will be required to:

1. **Attend and participate activity in all weekly practicum meetings.**
2. **Prepare** for each meeting through reading assigned articles and completing other activities requested by the presenter(s). This preparation might include working on a web page or PowerPoint presentation, interviewing a professor or group of students, or completing a survey or evaluation form.
3. **Lead a discussion** in our practicum group on one syllabus topic of your choice, or another that you find particularly interesting or relevant to your teaching work. In consultation with me, the faculty instructor, you will select some group readings for this class, acquaint yourself with additional sources, arrange for guest speakers as appropriate, distribute discussion questions, present a mini-lecture or other pedagogical activity, and prepare supplementary materials. (Because of the parallel process involved in this practicum, in which we are both talking about and living the teaching and learning enterprise, your presentations, and mine, will also provide us with examples of various teaching techniques).
4. **Submit two philosophy of teaching papers,** one at the beginning and one at the end of the term. These papers, approximately five pages in length, will document and clarify your emerging notions about teaching.
5. **Conduct three teaching observations** of teaching faculty and of one another (please do not do all of these of only faculty or students), and prepare a teaching evaluation perspective paper (three or so pages in length) following your observation, the format of the paper to be discussed in class.
6. **Document,** through audio or video recording, **five “teaching samples”** of your work, and be prepared to present them to the group for our collaborate consideration. Be prepared in our practicum meetings to bring your experience to the group, and to serve as a clear, kind, and candid critic of others’ teaching work (including of course, mine).
7. **Develop a teaching portfolio** that manifests and conveys your commitment to teaching. This will be a compilation of your teaching work, broadly defined, and may include things such as:
   a. Materials (such as a syllabus or a set of test questions) that you produced for a course in which you assisted or that you taught
   b. Presentation materials for your lecturing or leading of discussions
   c. Your work in facilitating student learning, for example in WebCT postings or compilation of audiovisual teaching aids
   d. Communication from students who have benefited (and perhaps not benefited) from your teaching work
   e. Activities in which you are engaged to nurture and enhance your teaching, such as notes from this practicum, attendance at teaching workshops, and other things
f. Formal and informal evaluations of your teaching and practicum presentation.

Course Evaluation:

This course, as other practica in the department, will be graded on a “pass-fail” basis, with dutiful completion of each component of the course requirements above constituting the criterion for a “pass.”

Course Readings (see “reserve materials” below for some of these sources):

1. Orientation to teaching:

2. Developing a philosophy of teaching:
Cronin, T. On the importance of teaching excellence. Available at http://www.whitman.edu/offices_departments/president/cronin/articles/threecheers.html
Eble Craft Ch.1,2
My Philosophy of Teaching. A Collection of Practicum Papers from previous years.
Thaiss, C. (Fall 2000) The Force of words: Toward a philosophy of teaching and writing. Invertio. Available at http://www.doiit.gmu.edu/Archives/fall00/thaisbegin.htm

3. Course design and syllabus preparation:
McKeachie (1999), ch. 2, Countdown for course preparation
Altman & Cashin (1992). Writing a syllabus
Appleby (1994). How to improve your teaching with the course syllabus
Johnson, G.R. First steps to excellence in college teaching

4. Assessment of student learning:
McKeachie (1999) Ch.3: Planning Your Students' Learning Activities, Ch.7: Testing and Assessing Learning
Eble Craft Ch. 10,11,12; Kellough Ch. 13

5. Student engagement, developmental level, and critical thinking:
McKeachie (1999)
Ch. 25: Motivating Students for Your Course and for Lifelong Learning
Ch. 26: Teaching Students How to Learn

6. Classroom management, attendance, academic dishonesty, and attrition:
McKeachie (1999)
Ch. 8 What to do about Cheating (pp.111-116)
Ch. 9 The ABCs of Assigning Grades (pp.117-130)

7. The ethics of teaching and learning:
Ch.1 To be a Professor pp.3-13
Ch.2 What to Teach pp.15-36
Ch.3 How to Teach pp.37-66
Ch.4 Beyond the Classroom pp.67-82
McKeachie (1999) Ch.24: Ethics in College Teaching

8. Effective lecturing:
Johnson, G. (1990) Ch.4 Enhancing the Lecture pp.19-23
McKeachie (1999) Ch.6 Lecturing pp.66-84
Eble Craft Ch. 4
Kellough Ch. 3, 9
Frederick, P. J. (1986). The lively lecture—8 variations. College Teaching, 34, 43
CTE. Lecturing. Topic 5 in Teaching Folio, pp. 25-6

9. Large and small classrooms:
McKeachie (1999)
Ch. 18 Class Size and Sectional Courses
Ch. 19 Teaching Large Classes
Eble Craft Ch. 5
Kellough Ch. 11

McKeachie
Ch. 12 Laboratory Teaching: Teaching Students to Think like Scientists
Ch. 16 Problem-based Learning: Teaching with Cases, Simulations, Games
Eble Craft Ch. 3, 6, 7
Kellough Ch. 11, G
CTE. Discussion and Cooperative learning. Topics 4 and 6 in Teaching Folio, pp. 23-4, 27-8. [See also the CTE Resource Packets on Discussion and on Cooperative Learning.]

10. Teaching and technology, or “Why TLC doesn’t stand for ‘Tender Loving Care’”:
McKeachie Ch. 17 Using Communications and Information Technology Effectively

11. Diversity in the classroom:
Columbia University. Diversity and positive classroom climate.
McKeachie (1999) Ch. 20: Taking Student Social Diversity into Account

12. Self-Evaluation of teaching work:
McKeachie (1999) Ch. 23: Appraising and Improving Your Teaching pp. 256-288
Kellough chaps 4, 14
ABCs of Teaching from Berkeley

The following materials will be placed on reserve at the University Library for your use in this course:
Center for Teaching Excellence. University of Maryland at College Park Teaching Folio, (abbreviated "CTE Teaching Folio" in the readings list above, this is a collection of
brief outlines on 11 teaching topics. Most topics receive expanded treatment in Resource Packets also prepared and distributed by the UMCTE).


Ware, M.E. and Johnson, D. E. (1996) Handbook of demonstrations and activities in the teaching of psychology. LEA.


http://www.columbia.edu/cgi-bin/cul/resolve?ASRO405


Course or Program Addition, Deletion or Modification Request

Department: Psychology                      College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

A focused immersion into a specific psycho-social intervention, in the course of which the student is to develop a systemic understanding of the issue(s) addressed, as well as a concept of what constitutes a change in consciousness awareness or systemic transformative intervention around those issues.

*May be repeated for credit

Prerequisite(s): Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10  (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade □ Pass/Fail □ Other

Effective Date*: Fall 2007 Term/Year

Approval:

[Signature]

Department Chair Date: DEC 1 9 2006

Dean of College Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signature carrying both undergraduate and graduate credit).

[Signature]

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
PSYCH 9001: PRACTICA.

Course Description

A focused immersion into a specific psycho-social intervention, in the course of which the student is to develop a systemic understanding of the issue(s) addressed, as well as a concept of what constitutes a change in conscious awareness or systemic transformative intervention around those issues. May be repeated for credit.

The purpose of the required practicum in the field of Individual, Organizational, and Community Transformation is to foster the lived integration of the students' theoretical learning. The practicum is to link theory and praxis in the student's experience so that each informs and enriches the other and to allow the student to gain deeper insight into the practical relevance of her or his theoretical studies. To fulfill this purpose, each practicum experience will attend to the functioning of consciousness in social situations. People bring different awareness to situations, so people approach social challenges differently. Some differences or particularities are individual, but more subtle and more powerful ones arise because of cultural affiliations. The practicum is to help students recognize this underlying and often overlooked social dynamic in relationship to one's psychological or subjective position and learn to work with and through cultural differences in consciousness to achieve a sense of one own values and direction as a community, organization, or individual. As such, the practicum experience should generate focused thinking about the systemic nature of the issues that arise in some particular area of social endeavor and should allow the students to begin to understand these systemic matters, to conceptualize levels of systemic intervention, and even to implement such interventions.

Course Objectives:

- Understanding Self & Others
- Understand a real time situation in terms of its psycho-social dimensions
- Integrate the Foundations of the doctorate in Individual, Organizational & Community transformation with the experiences of the practica site
- Demonstrate that integrate within the practica setting

Course Outline:

To develop a practicum project, the students need to identify an area of social activity that is of interest to them (e.g., education, community development, environmental work) and with reasonable clarity express to their advisors their questions with respect to the intersection of consciousness and society in that particular area of interest. Then the students need to locate and investigate relevant efforts by existing groups or organizations and contact these groups to see what types of volunteer involvement might be available. As an option, students can attempt to design, plan, and carry out a small-
scale intervention or research project of their own. Practica advisors will also have suggestion for contacts and practicum placements.

Course Requirements:

- Proposed practicum question & practicum site
- Proposed reading list relevant to practicum
- A practicum journal that integrates experience with theoretical courses and current readings
- A contract between practicum site liaison and faculty supervisor
- Final paper integrating research, readings, and practicum experience
- Regular meetings with supervising faculty

Course Evaluation:

Regular meetings with faculty and feedback from liaison at practicum site will serve as a partial basis for your grade. Feedback and final grade should be consonant. Grade is also based on written assignments.

An example of possible practicum experiences is the involvement of graduate Psychology students in the Latino Initiative of UWG. Some students have been particularly creative and developed interventions of a systemic nature. They addressed the oppressed and disempowered conditions of Latina women in the local immigrant community by starting, planning, and facilitating a women’s group in which women began to help one another take charge of their own needs and lives. Other examples regard students who got involved in providing services in already developed initiatives (serving in the community clinic or leading a children’s group). In all cases, through journals and final papers, students attended to the systemic issues that they were observing and addressing and linked these issues to theoretical understanding gained through their coursework.

Required Readings
Reading vary according to site chosen.
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Proposed Course Catalog Listings: (For new courses or for modification)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Advanced applications and design of qualitative methods and their fields of application, including health psychology, education, community, program evaluation and other fields.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)

For a new course, one full term must pass between approval and effective date.

Grading System: ![Checkmark] Letter Grade | ![Box] Pass/Fail | ![Box] Other

Effective Date*: Fall / 2007

Approval: ____________________________ Date ____________________________

Department Chair Department Chair (if cross listed)

Date Date

Dean of College Dean of College (if cross listed)

Date Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
I. Course Description

PSYCH 8006: ADVANCED QUALITATIVE RESEARCH: Advanced applications and design of qualitative methods and their fields of application, including areas such as health psychology, education, community, program evaluation, and other fields.

In this class, we will pursue an understanding of qualitative research by developing a research design that integrates our values and commitment with the requirements of a particular situation and research question(s). A variety of perspectives may be engaged and we will cover a number of these approaches in class with particular attention to “real time” engagement of the praxis, its ethics, orientation, and skills. It is assumed that this work can lead into a student’s dissertation and/or will become part of the capacities and talents that a student may bring to a given practicum site. Although research can elicit an anxiety about “technique,” we will work slowly through some approaches in order to integrate them into who one is as a researcher, his or her values, the social context of the research, and of course, actual data, gathered by the student or provided by the instructor and refined as we move forward through the class.

There are innumerable approaches, including but not limited to: Participatory Action Research, Case Study Research, Hermeneutics, Feminist Research Narrative, Discourse Analysis & Semiotics, Grounded Theory, Personal Construct Theory, Concept Mapping, Ethnomethodology, Heuristic Research, Phenomenology, Ethnography, Evaluation, Psychoanalytic Approaches. We will try to keep an eye on how these approaches are integrated within a setting and situation so that they respect and emerge out of the research population in dialogue with ones own interests and issues. We discourage understanding the participants in our research as objects to which we address our questions.

We will pay particular attention to engaged analysis, from community action oriented research, to program evaluation. But we will attend to the issue of the actual beneficiaries of such research, whose question is it anyway?

Course Requirements (*)

A. Each student will write a critique of a published qualitative research article.

- He or she will write a brief summary of the article and write a criticism of its research design using ideas from the research classes in our program
- The critique should be in APA Style.
B. Each student will develop a working research design for a specific qualitative inquiry on a question of his or her interest. The project should include some preliminary data, a plan of research, and reflection on his or her choice of methodologies.

- The Complete Version of this design is due the last day of class. It should be in APA Style.

C. Student should keep a journal that will be regularly gathered that reflects on the emerging research project, his or her place within it, and the readings and perspectives discussed in class.

D. There will be essay exams that periodically assess the students’ understanding of the various approaches presented in class.

Required Books:


Articles that will be used in class.


Studier, G. Reconciling Feminism and Phenomenology: Notes on Problems and possibilities, Texts, and Contexts. Quar. Rev. of Film and Video, 12, 68-78.


Outline of course:

The course is run in a seminar format. We will move from a broad understanding of approaches that we are considering to a clearer sense of the sorts of research methodologies that honor the alterity of the research subject and can be responsibly assumed by the researcher. The readings are meant to move toward and be informed by a dialogue with engaged research and data collection.
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An examination of the practice and application of research methodologies such as qualitative, phenomenological, hermeneutic, ethnographic, and discourse analysis.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year) Effective Date*: Fall 2007

Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair: [Signature] Date: [Date]

Dean of College: [Signature] Date: [Date]

Chair of TEAC (if teacher prep. program): [Signature] Date: [Date]

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee: Date: [Date]
Chair, Committee on Graduate Studies: Date: [Date]

Vice President for Academic Affairs: Date: [Date]

Revised 1/09/02
INTRODUCTION

“Anyone who wants to know the human psyche will learn next to nothing from experimental psychology. He would be better advised to abandon exact science, put away his scholar's gown, bid farewell to his study, and wander with human heart throughout the world. There in the horrors of prisons, lunatic asylums and hospitals, in drab suburban pubs, in brothels and gambling-hells, in the salons of the elegant, the Stock Exchanges, socialist meetings, churches, revivalist gatherings and ecstatic sects, through love and hate, through the experience of passion in every form in his own body, he would reap richer stores of knowledge than text-books a foot thick could give him, and he will know how to doctor the sick with a real knowledge of the human soul.”

— Carl Jung

Human science research is at a distinct place and time in the history of the social sciences. Norman Denzin and Yvonna Lincoln identify the history of the field as one characterized "more by breaks and ruptures than by a clear, evolutionary, progressive movement from one stage to the next...moving farther and farther away from grand narratives and single, overarching ontological, epistemological, and methodological paradigms" while imagining a future characterized by "a continued performance turn in qualitative inquiry". This future is now, the seventh moment, characterized by social sciences, humanities, and educational fields becoming sites for critical conversations about race, gender, class, nation, freedom, and community. Becoming qualitative researchers means examining the theories, paradigms, and techniques that surround this mode of inquiry, while simultaneously entering into study about and dialogue with communities whom we engage to answer their (and our own) questions.

This course has a twofold purpose: 1) to expose you to the knowledge base, tradition, and theory of human science research and 2) to offer you a real opportunity to practice qualitative research. In exposing you to the discipline and inquiry of qualitative research, I intend to provide opportunities for us to develop critical conversations about the nature of qualitative research as you develop a grounded knowledge of the use of qualitative research methodology in preparation for its use in your courses and future work. This course will allow you to explore theoretical underpinnings, controversies and debates, as well as consider methodological strategies in preparation for designing a research project and writing it up for presentation to colleagues in the field. The opportunity to practice qualitative research is intended to contribute to your thinking about your dissertation research topic, questions, and various epistemological, methodological, and intellectual considerations in doing human science research.

COURSE OBJECTIVES

“The world does not speak. Only we do. The world can, once we have programmed ourselves with a language, cause us to hold beliefs. But it cannot propose a language for us to speak. Only other human beings can do that.”

— Richard Rotty

- Understand the historical traditions that have shaped human science research in the social sciences
- Appreciate the core distinctions between quantitative and qualitative modes of inquiry
- Understand and take a position on the most salient debates and controversies within qualitative research
• Articulate a nuanced understanding of several varieties of qualitative research, e.g., critical discourse analysis, interpretive phenomenological analysis, ethnography, participatory action research, grounded theory, narrative analysis, and mixed-methods research.
• Specific understanding and application of qualitative methodology though the completion of a pilot research project (e.g., SPARC).
• Understanding the role of researcher subjectivity and reflexivity in relation to the research project.
• Ability to analyze and critique research design and findings; Ethics

EVALUATION

The questions which one asks oneself begin, at last, to illuminate the world, and become one’s key to the experiences of others. One can face in others what one can face in oneself.
— James Mark Baldwin

Data-Analysis Homework Assignments (15%)
Homework assignments will be modeled on data sets and analytical methods that have been discussed in class. Each homework assignment is due one week from its date of assignment.

Annotated Bibliography (15%)
A standard annotated bibliography on a topic of interest related to the research project should be completed consisting of journal readings and book chapters. The format for each write-up should identify i) the problem statement identified by the author, ii) the purpose for writing the chapter/article, and iii) an analysis/summary of the book chapter or journal article. The bibliography of readings should contain seven reviews, five of which should be completed empirical studies and the other two can be related to some theoretical/conceptual aspect of qualitative methodology or inquiry relevant to your research project. Of the seven readings, three can be from the list of required or recommended readings from the course. Each write-up should be between 1-2 pages, single spaced.

Research Notebook (15%)
A research notebook is a kind of journal. It should reflect ongoing involvement in all aspects of class. It can be as creative and visual as you would like. You should see your research notebook as an opportunity to dialogue with yourself about comments on readings, class dialogues, remarks about the course/readings, as well as a place to reflect while you are conducting your research (i.e. like a field notebook). You need to write (typed) at least 1 single spaced page per week.

Reflection Summaries (20%)
At the beginning of the semester, we will divide the readings among the students. Each student will be responsible for several of the readings. A reflection summary is a 2-page (typed, single-spaced, 12 font, Times New Roman, 1 inch margins) thought essay on one or two provocative ideas from the reading. The reflection summary will be due on the day we discuss the reading. In the reflection summary, you are not to try to summarize the entire reading (you can’t do that in only 2 pages). Rather, you are to aim for a focused discussion of an idea from the paper that you found interesting. In order to stimulate class discussion, you will give an amended account of your reflection summary at the beginning of class on the day we are scheduled to discuss that particular reading. You will receive a preliminary grade on these, with written feedback. In the feedback, I will attempt to ask you clarifying or thought-provoking questions. You may ignore my feedback and simply take the grade given. Or, you may respond to my questions/comments
in the form of a written exchange with me. If you choose to do this, your final grade on the reflection summary will reflect the progress you make in the follow-up exchanges.

**Qualitative Research Project (25%)**
Your qualitative research project will take the form of a presentation in front of colleagues (in class or at SPARC, for instance) on empirical qualitative data (either that you collect or already existing data from a professor) or a theoretical idea related to qualitative methods. You will receive a separate handout with detailed instructions.

**Class Participation (10%)**
Both regular attendance (regular = no more than 3 absences) and progressively active participation in this class is essential. The class is a very ‘hands-on’ class that will require active and enthusiastic participation in order for everyone to learn. Active participation will include open acceptance and encouragement of other’s views. My hope is to see each of you progressively open up and emerge as the class unfolds. Early in the semester, your input will be needed to identify appropriate criteria (i.e. rubric) for a class participation grade.

**CLASS READINGS**

"Language enters life through concrete utterances, and life enters language through concrete utterances"
Mikhail Bakhtin


A corpus of additional required (and recommended) readings will be available on e-reserve.

**COURSE OUTLINE**

"The primary human reality is persons in conversation"
Rom Harré

**Part I. Historical and Theoretical Issues in Human Science Research**
Natural and interpretive science distinctions, the nature of human science inquiry, varieties of qualitative data, contrasting qualitative and quantitative approaches

**Part II. Towards a Vocabulary for Understanding Qualitative Research**
From validity, reliability, and generalizability to reflexivity, ascriptivism, thick description, rigor, robustness, and triangulation.

**Part III. Varieties of Qualitative Methods**
Critical discourse analysis, interpretive phenomenological analysis, ethnography, participatory action research, grounded theory, narrative analysis, and mixed-methods research. We will also look at some of the most salient debates and controversies between these orientations.

Part IV. Study Design
Formulating research questions, purpose distinctions, participant selection

Part V. Data Collection Techniques
Participant observation, interviewing, focus groups, and hybrids

Part VI. Analysis, Interpretation, and Write-Up
Identifying themes, repertoires, subject positions, linguistic strategies, stories, etc; illustrating data and writing qualitative prose; how to write for a qualitative journal/audience

Part VII. Ethics, Credibility, and Quality Considerations
Reflecting on the role of the researcher, reflexivity, ethical treatment of participants and disclosure, ensuring quality
Course or Program Addition, Deletion or Modification Request

Department: Psychology College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

[ ] Library resources are adequate [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix: PSYC Course: 8004 Title: Development, Transformation, and Change

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Catalog Description: (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/FXXX courses please highlight the additional work required for graduate credit and the differences in grading policies.)

This course explores dimensions of change at the individual and social levels. It will draw upon more traditional developmental models and integrate these with other approaches to spiritual growth, social transformation and/or psychological change. The course will be interdisciplinary and different perspectives on transformation and development will be introduced.

Prerequisite(s): Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)

Effective Date: Fall 2007

Grading System: [ ] Letter Grade [ ] Pass/Fail [ ] Other

Approval:

_________________________ Date
Department Chair

_________________________ Date
Department Chair (if cross listed)

_________________________ Date
Dean of College

_________________________ Date
Dean of College (if cross listed)

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
PSYC 8004: DEVELOPMENT, TRANSFORMATION, AND CHANGE
Sample Syllabus

University of West Georgia

Spring 2007
Meeting Time: TBA
Location: TBA

Instructor: TBA
Office: TBA
Phone: TBA
Email: TBA
Office Hours: TBA

Course Description:

This course examines theoretical perspectives on the nature of personal transformation conceived as a process of psycho-spiritual change. We examine the contention that at the most basic level psycho-spiritual transformation involves changes in how one sees oneself, others, and the world. As such, we are interested in the relationship between person and world, and how this relationship is impacted by and mediates processes of psycho-spiritual development. We begin by re-visioning human development as understood by ego psychology along existential and Jungian lines, focusing on self-actualization and individuation as primary drives around which self and world are organized. We then explore the Eastern principle of nonduality, situating psychoanalytic, existential, and Jungian perspectives within a meta-psychological map of consciousness. Finally, we examine historical-cultural change as conceived in phenomenological metaphysics and postmodern cultural analysis.

Course Objectives:

- To understand the basic principles of personal transformation, including the intricate connection between psychological and spiritual processes, appreciating the traps inherent in splitting one from the other.
- To re-conceive human development within a variety of frameworks (existential, archetypal, Eastern).
- To understand the ways in which personal transformation reflects and impacts the relation between person and world.
- To gain familiarity with the central differences between Eastern and Western views of transformation, striving for rapprochement between them.
- To learn similarities and differences between phenomenological and postmodern understandings of cultural change.

Course Requirements & Evaluation:

- Take-home midterm and final exams (25% each)
- Term paper applying the course material to a specific domain of interest (25%)
- Regular attendance and class presentations (25%)
Required Texts:

Course packet of selected readings.

Tentative Outline:

I. INTRODUCTION—The Nature of Transformation: Definitions, Hypotheses, and Questions (course packet, Metzner)
   A. Psychospiritual transformation vs. changes in states of consciousness
   B. Transformation as change in orientation, sight
II. Re-visioning Developmental Psychology
   A. Brief Review of Erikson (Erikson, course packet)
   B. Heideggerian re-visioning of Erikson (Knowles)
      a. Childhood development
      b. Identity and Commitment
      c. Love & Intimacy
      d. Care & Generativity
      e. Wisdom & Integrity
   C. Overview of Jung’s developmental model (Jung, course packet)
   D. Life Lived Backwards (Hillman, course packet)
III. Development as Individuation (Edinger, Ego and Archetype)
   A. Individuation and the Stages of Development (chapters 1-3)
   B. Individuation as a Way of Life (chapters 4-7)
   C. Symbols of the Goal (chapters 8-10)
IV. Integrating Eastern and Western perspectives
   A. Brief Introduction to Eastern Thought (various readings, course packet; Tao te Ching)
      i. Introduction to wisdom literature (Tao te Ching)
      ii. The Perennial Philosophy (course packet)
   B. The Self in Object-Relations and Buddhism (course packet, Engler)
   C. Psychoanalysis, Existentialism, and Buddhism (Loy, Lack and Transcendence)
      i. Nonduality (chapter 1)
ii. Primal repression (chapter 2)
iii. Suffering and overcoming suffering (chapter 3)
iv. Suffering and Meaning (chapter 4 & 5)
D. Analysis of Cultural Heuristics (course packet, Kasulis)

V. Historical-Cultural Change
   A. The Soul of the World (Hillman, Thought of the Heart and Soul of the World)
   B. Historical-Cultural Phenomenology
      i. Metabolic analysis (course packet, van den Berg)
      ii. Birth of Linear Perspective Vision (Romanysyn)
   C. Cultural Analysis
      History of Sexuality (Foucault)

VI. Conclusion—Is an Integrated Vision Possible?

Academic Dishonesty:
Naturally, academic dishonesty (such as plagiarism) will not be tolerated and will be subject to disciplinary action.

Technological Resources:
Audio-visual equipment may be used.

Special Needs:
Students with special needs should speak with me as soon as possible to make necessary arrangements.
**Course or Program Addition, Deletion or Modification Request**

**Department:** Psychology  
**College:** College of Arts & Sciences

**Current course catalog listing:** (for modifications or deletions)

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**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

✔️ Library resources are adequate

☐ Library resources need enhancement

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<td>Psychology, Philosophy &amp; Social Practice</td>
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**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course emphasizes interrelations between philosophy, psychology and social practice. These three domains have been separated within the discipline of psychology. The course looks at traditions that have questioned this demarcation, such as pragmatist, third force, and critical approaches, and examines the implications of a more integrative approach.

**Prerequisite(s)** Doctoral Student or Permission of Instructor

**Present or Projected Enrollment:** 10  
(Students per year)

**Effective Date:** Fall 2007

**Grading System:**  
✔️ Letter Grade  
☐ Pass/Fail  
☐ Other

**Approval:**

(Handwritten signatures)

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**Chair of TEAC (if teacher prep. program)** Date

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

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**Vice President for Academic Affairs** Date

Revised 1/09/02
PSYC 8003: PHILOSOPHY, PSYCHOLOGY & SOCIAL PRACTICE

Course Overview:
This course emphasizes interrelations between these realms, traditionally construed as distinct. The very foundation of experimental psychology is itself a repudiation of philosophical reflection and method for understanding mental life. With few exceptions, such as pragmatist, third force, and critical approaches, this severing has continued to structure psychological inquiry. Moreover, social practice has been cast as the application of knowledge gained through psychological experimentation, as illustrated in the recent elevation of evidenced based practice. At stake is more than a call for pluralistic methodologies, but, rather, an appreciation of the complex and interdependent relations between the three realms themselves. Thus this course strives to rejoin these traditions with examination of historical and contemporary movements offering greater integration and explores implications of more integrative conceptions for the discipline of psychology.

Course Objectives:
- Understanding of historical developments sustaining the conception of psychological inquiry as removed from metaphysical speculation (philosophical reflection).
- Understanding of traditional conceptions of applied psychology as following from a knowledge base generated through empiricist methodologies (e.g. Boulder Model).
- Development of a catalog of integrative alternatives historically and currently available
- Ability to articulate implications of both traditional and alternative (integrative) conceptions of relations between philosophy, psychology, and social practice.

Format:
The course is envisioned as a seminar which affords students and faculty opportunities for rigorous exploration in a focused, interactive, scholarly, reflective, and experiential learning culture. Although some material will be framed by faculty lecture, careful reading of, reflection on, and focused discussion of TEXTS are central to the work together. To facilitate this process, pairs of students will direct class each week around a portion of the reading. They will present brief summaries of the material, pose questions, and direct discussion relevant to the topic and readings.

Course Requirements:
Midterm and Final Essay Examinations
Seminar Leadership
Research Paper
Description of Requirements

Examinations are take-home format and will require critical comparison of texts, integration of lecture and discussion, and creative application. Questions will be distributed in class and students will be given one week to provide substantive, integrative, and original responses.

Seminar Leadership (20 points): On one occasion you will be asked to direct the class in discussion about the assigned readings. On the day you are in charge you should bring in a short (2 page) summary of the material or an outline of the assigned portions of text. You should also bring in a set of discussion questions based on the text assigned, and be prepared to engage your classmates in discussion of these. Unless other arrangements are made you will lead the discussion with a partner, and you should coordinate your efforts in advance of “your day.”

*Evaluation for this segment will be based on the thoroughness and accuracy of your reading of the text, the thoughtfulness and pertinence of the questions you pose, and your ability to answer questions from classmates about the material (to the best of your ability).

Research Paper

The paper is to offer an in-depth analysis of a particular line of research or theoretical movement within the historical or contemporary landscape that offers a genuine integration of philosophy, psychology, and social practice. Consideration of the accomplishments and limitations of this work and its potential to be vivified and extended to current practice are important components of the paper. Insights from your analysis are to be shared in class.

Required Readings:
Includes selections from (in alphabetical order):


Hempel, C. (1949). The logical analysis of psychology


Koch, S. & Leary, D. (Eds), A Century of Psychology as Science


Course or Program Addition, Deletion or Modification Request

Department: Psychology                                      College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PSYC 8002 Studies in Mind-Body  4 / 0 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Basic issues in mind/body psychology, such as the phenomenology of embodied consciousness, psychoneuroimmunology, neuroscience, holistic health and contemplative disciplines.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10  (Students per year)  Effective Date*: Fall /2007

Grading System:  ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature]
Department Chair
Date

[Signature]
Department Chair (if cross listed)
Date

[Signature]
Dean of College
Date

[Signature]
Dean of College (if cross listed)
Date

Chair of TRAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date

Chair, Committee on Graduate Studies  Date

[Signature]
Vice President for Academic Affairs  Date

Revised 1/09/02
Studies in Mind-Body
PSYC 8002
Sample Syllabus

Instructor: TBA
Office: Melson Hall
Office Hours: TBA
Email: 
Telephone:

Course Description

This course examines the salient issues in mind-body studies to understand the reciprocal effect one has on the other. To augment the students scientific and experiential appreciation of this subject matter, topics addressed include, the phenomenology of embodied consciousness, psychoneuroimmunology, neuroscience, holistic health, contemplative disciplines, autogenic control and biofeedback, hypnosis and martial arts are discussed in terms of their application to educational, organizational, health and community settings. For the duration of the course, students are expected to engage themselves in a mind-body discipline for the purpose of enhancing their self-growth and understanding from the inside how these experiences can be of practical value to others.

Course Objectives

- To have a basic understanding of the neurobiological and psychological aspects of mind-body studies.
- To put into context how mind-body studies contributes to our larger understanding of psychological life.
- To acquire a holistic understanding of self and others.
- To learn how to apply mind-body knowledge to various personal and social situations.
- To understand cross-cultural and diversity issues associated with the application of mind-body techniques.

Sample Texts and Readings

*The Phenomenology of Perception* by M. Merleau-Ponty
*Brain and Culture* by Bruce Wexler
*Cognitive Science and the Mind/body Problem: From Philosophy to Psychology to Artificial Intelligence to Imagining of the brain* by Morton Wagman
*Space, Time, and Medicine: Beyond Illness* by Larry Dossey
The Psychobiology of Mind-Body Healing by Lawrence Rossi
Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life by J. Kabat-Zinn
Molecules of Emotion by C. Pert
Imagery in healing: Shamanism and modern medicine by J. Achterberg
Emotional intelligence by D. Goleman

Class activities include:

- Lectures
- Student Presentations
- Discussions
- Guest speakers
- Experiential exercises
- Hands on Experience with bio-neurofeedback equipment

Course Requirements and Evaluation

- Student in-class presentation on contemporary topic in the field (30%)
- Student designed research proposal that addresses a practical mind-body issue (30%)
- Students will engage in a mind-body/contemplative discipline and keep journal of experiences. Journals will be evaluated and discussed with students. (20%)
- Final examination (20%).

All written work except for the personal journals is to conform to APA format. Some resources are listed below.


For more info and resources on APA style - [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html)
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

CULTURE AND SUBJECTIVITY. An examination of the dialectical nature of the relationship between subjectivity and culture including recent development in linguistics, textual analysis and research on intersubjectivity

Prerequisite(s)  Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)  
Effective Date*: Fall /2007

Grading System:  ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature]

Department Chair  Date  
Department Chair (if cross listed)  Date

Dean of College  Date  
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Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date  
Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
PSYC 8001. CULTURE AND SUBJECTIVITY
Syllabus Sample

I. Course Objectives:

1. Understand Self and Others

2. Understand the linguistic turn and its implications for subjectivities

3. Understand the relationship between the psychical and the networks of power

4. Question the foundations of the experiential

5. Relate the postmodern and social constructionist movement to the discipline of psychology and psychological praxis

6. Learn to think critically about the psychical realm—analyze and synthesize issues in a more broadly defined psychological context

II. Course Description

An examination of the dialectical nature of the relationship between subjectivity and culture including recent development in linguistics, textual analysis and research on intersubjectivity. The course is a combination of seminar and lecture formats.

The course Culture and Subjectivity is one of the foundational courses for the doctoral program in individual, organizational and community transformation. It examines the traditions that shape of framework of critical psychology both theoretically and as a research practice. The critical perspective takes very seriously the proposition that subjectivity and culture, as both the presence of others and as a system of cultural representations and symbolic structures and logics are intrinsic to what we experience as human subjectivity. Deeply influential in sociology, cultural studies, participatory action research, and post-structuralist philosophies, these perspectives will be represented in relationship to the discipline of psychology, its history, and future possibilities as incarnated in the doctoral program. Attention will be given to debates around ideology, subject formation, representation, desire, embodiment, meaning, and interpretation. By analyzing the work of key modern and postmodern theorists such as Freud, Foucault, Butler, Goffman, Garfinkel, and Lacan, as well as recent trends in cognition and culture and discursive approaches, we will consider how subjectivity is central to debates in contemporary culture, including gender, sexuality, identity, and ethnicity. We will explore as our uber concept the intrinsic cusp between culture and the subject without reifying this complex interface.

III. Course Requirements
• Regular oral presentations to the class on assigned material- Regular attendance
• Mid Term and Final
• Term paper on agreed upon topic- first draft required

IV. Course Evaluation

Students will be evaluated equally on all three requirements. Faculty and student will meet to discuss student’s work at least two times during the semester. Professor reserves the right to change the syllabus with proper notification to students.

V. Books and Readings


(Reading will include other selected articles from Foucault).


Other readings including selections from authors such as K. Gergen, S. Moscovici, S. Zizek, M. Garbor, I. Hacking and S. Freud will also be assigned.

VI. Tentative Course Outline:

A. Traditional Psychology’s approach to the Question of the Social
   a. Experimental,
   b. phenomenological,
   c. critical
B. Questioning the boundaries of the Self;
   a. The question of Inter-subjectivity
   b. The constitutive role of representations
      i. Cognition and culture
      ii. Social construction
   c. The logic of the subjective
      i. Positioning
      ii. The body

C. Representations
   a. And interpellation into the linguistic
   b. And the place of power

D. The Marginal and the Mainstream
   a. The subject of desire in contemporary culture
   b. Marginalization and alterity

E. Ethics and Truth
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This study of current approaches to consciousness, especially in light of one's own inner life and with particular attention to the emergence of consciousness, its nature, development, differentiations, and potential deformations and to its role in grounding, shaping, constituting, and orientating human experience.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)  
Effective Date*: Fall 2007

*For a new course, one full term must pass between approval and effective date.

Grading System:  
☐ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
COURSE SYLLABUS

Department of Psychology
University of West Georgia
PSYC 8000 Consciousness and Experience

Course Description
This course addresses the most subtle of phenomena: consciousness, which grounds, shapes, constitutes, and orients every human experience yet is usually taken for granted and hardly attended to in itself. Constitutive of subjectivity, said to be the very essence of humanity, it is available for examination only in one's own inner life. Following the lead of others who have pursued that examination, this course will help the student elucidate for her- or himself the nature and role of consciousness as both intentional and conscious; as related to physiological processes and to perception, imagination, emotions, and memory; as delimited by horizons of interest and focused by cultural embeddedness; as differentiated through specializations such as common sense, theory, interiority, aesthetics, or mysticism; as expressed through embodiments of meanings and values and manifested in temporality, spatiality, and sociality; as distorted by biases and purified by life experience, psychotherapy, and spiritual practices; and as indebted to development over the history of humankind. The overall goal will be to understand how the "shape" of one's consciousness can enhance or deter positive growth in individual persons, structured organizations, and societal groups.

Course Activities
- Personal and study-group study of assigned readings
- Illustrated lectures on course material
- In-class discussion of course material in full-class and small groups
- In-class and at-home exercises in heightened awareness
- Guest lectures by experts in the field
- Writing reading reports and course term paper

Course Objectives/Outcomes
- to recount, on the basis of personal experience, the nature of human consciousness as both intentional and conscious
- to illustrate the possibility of objectifying or articulating consciousness because of its peculiar nature
- to list interrelated cognitive and evaluative functions of consciousness
- to illustrate in consciousness the source of the human need to structure and sustain a world of meaning and value
- to illustrate in the structure and functioning of consciousness an inherent, potential, human source of universally normative epistemological and ethical principles
- to illustrate how the structure and function of consciousness could define the ultimate goal of human transformation and development
• to articulate a general history of the emergence and sequential differentiation of consciousness in common sense, then theory, then interiority
• to list and define possible differentiations of consciousness
• to describe deformations of consciousness due to individual, group, general, and dramatic bias
• to illustrate restrictions on consciousness resulting from cultural embeddedness
• to describe the connection between psychological health and untrammeled consciousness
• to illustrate how the harmonization of diverse expressions of consciousnesses presupposes an understanding of consciousness, as such
• to demonstrate the connection between the "shape" people's consciousness and the possibility of on-going individual, organizational, and societal well-being
• to demonstrate informed critical thinking about various theories of consciousness

Course Requirements
1. Study of assigned readings and reflection on the issues. The Course Outline below provides an approximate list of the weekly topics. Reading relevant to each topic will be announced as the course progresses. The time allotted to each topic may need to be adjusted, and the schedule of topics may be changed to accommodate class learning, discussion, exercises, guest speakers, and other relevant events, but the dates of the mid-term exam and term paper are fixed.

2. Active participation in class through preparation, attendance, and discussion.

3. Turn-taking in presenting summaries of assigned readings to initiate class discussion.

4. A mid-term take-home exam. Study with others is encouraged, but the final written product must be each one's own.

5. A term paper of about 25 pages that serves as an integrative summary of the student's learning. The paper should include both theory and application as well as some personal response. Students should discuss term-paper topics with the instructor and come to a mutual agreement about the paper.

Written assignments are to be typed in 12-point type, double-spaced, on 8.5" x 11" paper, with 1" margins on the top, bottom, and sides of the pages, and pages are to be numbered and stapled together. Papers are to be written with correct American English spelling, grammar, and punctuation and are to be titled and also divided into titled subsections. Students are advised to use a word processor and run grammar and spell checks before submitting the paper. Maimon and Peritz's (2002) A Writer's Resource (Boston: McGrawHill) is the accepted reference work on questions about writing. If papers require documentation, APA style is to be followed. Students are advised to seek help at the UWG Writing Clinic. Papers will be returned for rewriting if they contain serious or numerous errors in spelling, grammar, punctuation, or standard usage or employ long and convoluted sentences are that difficult to interpret. The instructor reserves the right to require rewriting of any written assignment, including the final course project. Papers are not to deviate significantly from required lengths.
Course Evaluation
Final grades will depend on class attendance and participation (15%), the mid-term exam (25%), and the term paper (60%). Letter grades will be assigned as follows: A (90+%) = superior work; B (80-89%) = expected graduate work; C (70-79%) = below average work; F (<70%) = unacceptable work.

Course Readings

Course Outline

| Aug. | 16 Introduction to course and class. Exercises in self-awareness. |
|      | 23 Theories and definitions of consciousness. |
|      | 30 continued |
| Sept. | 6 Consciousness as intentional and conscious. |
|      | 13 Cognitive and evaluative functions of consciousness. |
|      | 20 The possibility of objective knowing: truth. |
|      | 27 The possibility of objective valuing: the human good. |
| Oct.  | 4 Epistemology, ethics, and human authenticity. |
|      | 11 Mid-term take-home exams due. Differentiations of consciousness in Western civilization. |
|      | 18 Discussion of exams. Individual differentiations of consciousness: common sense, theory, interiority, aesthetics, mysticism. |
|      | 25 Consciousness across cultures. |
| Nov.  | 1 Consciousness as a basis for the integration of knowledge. |
|      | 8 The teleology of human nature. |
|      | 15 Bias and distortions of consciousness. |
|      | 22 Psychotherapy, spiritual practices, psychological health, and authenticity. |
|      | 29 Term papers due. Sharing final projects. Evaluations. |
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology        College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
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<tr>
<th>Prefix</th>
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<th>Title</th>
<th>Action</th>
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<table>
<thead>
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<th>Credit</th>
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<td>✅ Graduate</td>
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<td></td>
</tr>
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<td>Other*</td>
<td>Other</td>
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</table>

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑️ Library resources are adequate     ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s)

Present or Projected Enrollment: 30 (Students per year)  Effective Date*: Fall 2007

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair __________________ Date __________________
Department Chair (if cross listed) __________________ Date __________________

Dean of College __________________ Date __________________
Dean of College (if cross listed) __________________ Date __________________

Chair of TEAC (if teacher prep. program) __________________ Date __________________

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signatures for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee __________________ Date __________________
Chair, Committee on Graduate Studies __________________ Date __________________

Vice President for Academic Affairs __________________ Date __________________

Revised 1/09/02
The faculty in the Department of Sociology and Criminology at the University of West Georgia request the creation of a Master of Arts degree in Criminology.

I. Description of the Program and Rationale

A. Principle objectives of the program

The faculty in the Department of Sociology and Criminology are committed to providing quality instruction to graduate students on subjects that fall within the scope of the discipline, conducting research that contributes to the body of knowledge in the field, and engaging in service that allows practical application of both knowledge and skills. In conjunction with the goals of the University, the College, and the Department, our program is based on the philosophy of a liberal arts education and grounded in social science methodologies. The focus for the graduate program promotes a more critical examination of criminology issues, as well as enhancing analytical and communication skills. Faculty seek opportunities to involve students in a range of professional activities to facilitate further educational pursuits or their entry into the job market.

B. Characteristics of targeted students

We would expect to recruit 25 percent of our students from our undergraduate student population. At the undergraduate level, students who choose to major in Criminology are predominately full-time, Caucasian, male, and under the age of 25. (UWG Factbook, 2006)

While one-quarter of our graduate students would be recruited from our undergraduate student population, we would expect to recruit the largest percentage of students from those persons in the criminal justice professions. A recent survey of local professionals in the criminal justice field indicated that a program of this type would clearly benefit those who want a career in federal law enforcement or with the Georgia Bureau of Investigations. Too, professionals within the field who desire upper level management or court administrative positions are required to have advanced degrees. It was further reported that in some criminal justice agencies salary increases are linked to the completion of a graduate degree. (See Appendix A)

C. Number of students the program is expected to serve

Due to the lack of competing programs within our geographical area, the large number of criminal justice agencies, and the number of undergraduate students who have already indicated an interest in this program, we expect a very large applicant pool. However, our intent is to limit enrollment to 15 students per cohort.
D. Is it a totally new program or the restructuring of an existing degree to make it more attractive to students or to potential employers of graduates?

The Master of Arts in Criminology is a new degree program in an established academic department.

E. Type of degree, number of hours, unique aspects of the program.

The type of degree offered will be a Master of Arts in Criminology.

This program, like other graduate programs at the University of West Georgia, will require 30 hours of coursework for those students who choose to write a thesis (See Tracks 1A and 1B) or 36 hours of coursework for those students who choose to write a position paper (See Tracks 2A and 2B).

Track 1A: Criminal Justice Administration -- Thesis Track

1. Required Courses: 12
   Crim 6000: Principles of Criminology
   Crim 6010: Theories of Crime and Justice
   Soci 6013: Social Research
   Crim 6015: Managing Data* -or-
   Soci 5003: Statistics for the Social Sciences**

* A series of courses (1-2 credit hours) offered during the semester in concentrated periods of time (eg: weekend workshops, 2 full-day Saturdays, 4 half-day Saturdays, etc.) that address such issues as reading/analyzing data for decision-making, grant proposal writing, strategic planning, and special topics seminars.

**Soci 5003 fulfills the Graduate School language requirement – a requirement separate from departmental requirements.

2. Select four (4) courses from the following: 12
   CRIM 6233 Ethics and Criminal Justice
   CRIM 6222 Conflict Resolution
   CRIM 6255 Youth, Crime and Community
   CRIM 6275 Planning and Evaluation
   CRIM 6279 White Collar Crime
   CRIM 6342 Crisis Intervention
   CRIM 6345 Homeland Security
   CRIM 6350 Terrorism
   CRIM 6360 Law Enforcement Leadership
   CRIM 6370 Correctional Management
   CRIM 6280 Seminar in Social Justice
   CRIM 6341 Constitutional and Judicial Principles
CRIM 6380  Criminal Justice Administration
POLS 6200  Public Budgeting
POLS 6206  Public Personnel Management
SOCI 6623  Inequality in Society

3. Select one (1) course from the following: 3
PSYC 6161  Counseling Methods
POLS 6030  Introduction to Organizational Development
POLS 6205  Administrative Law and Procedures
POLS 6201  Theory of Public Administration
POLS 6203  Theories of Public Organization
POLS 6208  Scope of Public Policy
POLS 6210  Politics of Government Change
POLS 6204  Public Policy and Evaluation
MGMT 5626  Women and Work

4. Thesis 3

30

Track 1B. Criminal Justice Administration – Position Paper Track

1. Required Courses: 12
Crim 6000: Principles of Criminology
Crim 6010: Theories of Crime and Justice
Soci 6013: Social Research
Crim 6015: Managing Data* -or-
Soci 5003: Statistics for the Social Sciences**

** A series of courses (1-2 credit hours) offered during the semester in concentrated periods of time (e.g., weekend workshops, 2 full-day Saturdays, 4 half-day Saturdays, etc.) that address such issues as reading/analyzing data for decision-making, grant proposal writing, strategic planning, and special topics seminars.

**Soci 5003 fulfills the Graduate School language requirement – a requirement separate from departmental requirements.

2. Select six (6) courses from the following: 18
CRIM 6233  Ethics and Criminal Justice
CRIM 6222  Conflict Resolution
CRIM 6255  Youth, Crime and Community
CRIM 6275  Planning and Evaluation
CRIM 6279  White Collar Crime
CRIM 6342  Crisis Intervention
CRIM 6345  Homeland Security
CRIM 6350  Terrorism
CRIM 6360  Law Enforcement Leadership
CRIM 6370  Correctional Management  
CRIM 6280  Seminar in Social Justice  
CRIM 6341  Constitutional and Judicial Principles  
CRIM 6380  Criminal Justice Administration  
POLS 6200  Public Budgeting  
POLS 6206  Public Personnel Management  
SOCI 6623  Inequality in Society

3. Select two (2) courses from the following:  
   PSYC 6161  Counseling Methods  
POLS 6030  Introduction to Organizational Development  
POLS 6205  Administrative Law and Procedures  
POLS 6201  Theory of Public Administration  
POLS 6203  Theories of Public Organization  
POLS 6208  Scope of Public Policy  
POLS 6210  Politics of Government Change  
POLS 6204  Public Policy and Evaluation  
MGMT 5626  Women and Work

Track 2A: Crime and Social Justice – Thesis Track

1. Required Courses:  
Crim 6000: Principles of Criminology  
Crim 6010: Theories of Crime and Justice  
Soci 6013: Social Research  
Crim 6015: Managing Data* -or-  
Soci 5003: Statistics for the Social Sciences**

** A series of courses (1-2 credit hours) offered during the semester in concentrated  
periods of time (eg: weekend workshops, 2 full-day Saturdays, 4 half-day Saturdays, etc.)  
that address such issues as reading/analyzing data for decision-making, grant proposal  
writing, strategic planning, and special topics seminars.

**Soci 5003 fulfills the Graduate School language requirement – a requirement separate  
from departmental requirements.

2. Select four (4) courses from the following:  
CRIM 6222  Conflict Resolution  
CRIM 6241  Legal Theories  
CRIM 6266  Perspectives on Violence  
CRIM 6280  Seminar in Social Justice  
CRIM 6279  White Collar Crime  
CRIM 6350  Terrorism  
SOCI 6305  Critical Social Analysis  
SOCI 6623  Inequality in Society
SOCI 6700    Social Movements, Protest, and Change

3. Select one (1) course from the following:  
   PSYC 6000    Foundations of Humanistic Psychology
   PSYC 6400    Psychology, Culture and Society
   PSYC 6650    Buddhist Psychology

4. Thesis  

   3

   30

Track 2b: Crime and Social Justice – Position Paper Track

1. Required Courses:  
   Crim 6000: Principles of Criminology
   Crim 6010: Theories of Crime and Justice
   Soci 6013: Social Research
   Crim 6015: Managing Data* -or-
   Soci 5003: Statistics for the Social Sciences**

* A series of courses (1-2 credit hours) offered during the semester in concentrated periods of time (e.g., weekend workshops, 2 full-day Saturdays, 4 half-day Saturdays, etc.) that address such issues as reading/analyzing data for decision-making, grant proposal writing, strategic planning, and special topics seminars.

** Soci 5003 fulfills the Graduate School language requirement – a requirement separate from departmental requirements.

2. Select six (6) courses from the following:  
   CRIM 6222    Conflict Resolution
   CRIM 6241    Legal Theories
   CRIM 6266    Perspectives on Violence
   CRIM 6280    Seminar in Social Justice
   CRIM 6279    White Collar Crime
   CRIM 6350    Terrorism
   SOCI 6305    Critical Social Analysis
   SOCI 6623    Inequality in Society
   SOCI 6700    Social Movements, Protest, and Change

3. Select two (2) courses from the following:  
   PSYC 6000    Foundations of Humanistic Psychology
   PSYC 6400    Psychology, Culture and Society
   PSYC 6650    Buddhist Psychology

   6

   36
Perhaps the most unique aspect of this program is that this program will be the **only Master of Arts in Criminology in the state of Georgia.** All five universities within the state of Georgia that currently offer graduate degrees in the field – Albany State, Armstrong Atlantic, Clark Atlanta, Georgia State, and Valdosta State – offer advanced degrees in criminal justice. (See Table 1) This program is, therefore, immediately differentiated as we focus upon the broader discipline of criminology and not solely upon an area of concentration (criminal justice) within the discipline.

**Table 1: Criminal Justice Master’s Programs in Georgia**

<table>
<thead>
<tr>
<th>School</th>
<th>Degree Offered</th>
<th>Specialties</th>
<th>Credit Hours to Graduate</th>
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<tbody>
<tr>
<td>Albany State University</td>
<td>M.S. Criminal Justice</td>
<td>Law Enforcement, Corrections, Forensic Science, Public Administration</td>
<td>36</td>
</tr>
<tr>
<td>Armstrong Atlantic State University</td>
<td>M.S. Criminal Justice</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Clark Atlanta University</td>
<td>M.A. Criminal Justice</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>M.S. Criminal Justice</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>M.S. Criminal Justice</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

*A second unique aspect of this program is found in the courses offered.* Finckenauer, in his article, “The Quest for Quality in Criminal Justice Education” (2005), argues that the future of criminal justice programs lies in a series of priorities. The first of these priorities is that “educators must recognize that the face of crime has changed – it has become increasingly transnational and international in nature” (p. 423). The courses that our department and the Department of Computer Science will offer in the newly proposed BA program in Information Technology with a specialization in Cyber/Digital Forensics will extend to our graduate students and provide for them the opportunity to take courses that focus upon cyber crimes – crimes that “have significant state and local impact….impacts (that) need to be recognized and understood by twenty-first century criminal justice professors” (p. 423). Finckenauer further argues for an “emphasis on public security and terrorism engendered by the events of September 11, 2001” (p. 424). A review of the courses we are offering in our program reveal courses that deal directly with crisis intervention, homeland security, and terrorism. A third priority argued by Finckenauer is to “recognize that the current move toward evidence-based criminal justice policy requires the application of rational-empirical methods to improve crime control and prevention so as to effectively reduce the impact of crime on individuals, families, and communities” (p. 424). This priority is also clearly met in a series of courses (1-2 credit hours) that address such issues as reading and analyzing data for decision-making, grant proposal writing, strategic planning, and special topics seminars.
A third unique aspect of this program is its close ties to our newly formed Center on Crime and Social Justice (Approved, Fall, 2006). The mission of the Center on Crime and Social Justice is to foster the development of a social justice perspective as a rational, humane, and positive response to the problems of crime and social inequality. The primary goal is to promote research on crime and social justice issues and the development of solutions that balance justice with compassion. By developing such a Center, the Department of Sociology and Criminology has claimed a niche whereby academic research and advocacy is directed and applied to local, state, national, and international issues. The Center will seek to develop a specialized approach that takes advantage of the strengths and interests of criminology and sociology faculty by utilizing applied perspectives from both disciplines. (See Appendix B).

A fourth unique aspect of the program is that, in an effort to meet the needs of our student population, some of the courses offered in this program will be offered online.

II. Rationale

F. A clear indication that the proposed program is central to the institution’s mission.

This program enhances the University of West Georgia’s Graduate School goal of “providing graduate public higher education ... to the people of west Georgia” and a commitment to “high quality graduate programs that are grounded in a strong liberal arts curriculum.” (Graduate Catalog, p. 10).

Just as important as the University of West Georgia’s mission is the current state of graduate enrollment. In response to the decline in graduate enrollment at the University of West Georgia, this program will significantly increase the number of students who pursue graduate education.

G. Demonstrate clearly the relevance of the proposed program to the strategic plan. The strategic plan should reflect the mission of the institution.

See Below.

H. Reference the particular section of the strategic plan that supports the development of the proposed program.

This program will contribute to that which President Sethna has declared to be the “Visionary Goals” for the University of West Georgia. These goals include Faculty directed student research and professional activities, the Honors College and the Advanced Academy, the First Year Program, Technology across the Curriculum, and Innovations in Professional Preparation. The Master of Arts in Criminology will clearly make significant contributions to three of the five visionary goals.
1. **Faculty-directed student research and professional activities.**

In our existing graduate program, we offer our graduate students both independent and collaborative theoretical or applied research opportunities, opportunities for internships that are related to the students’ areas of interest, and opportunities for community service that are related to the students’ areas of interest. In the past, we have sponsored a number of graduate students in student paper competitions on both the state and regional levels. Too, our department holds the distinction of sending more graduate students to the Georgia Sociological Association annual meetings than any other graduate program in the state of Georgia. With the addition of this new graduate program, we would expect an increase in all of these student-related activities.

2. **Technology across the Curriculum**

The University expects that every graduate will be competent in the use of information technology in her or his discipline. Further, the institution seeks disciplinary recognition for the integration of information technology into academic programs, particularly in traditionally low-tech disciplines in the humanities and social sciences.

In response to this visionary goal, this graduate program will ensure that every graduate will be competent in the use of information technology in the discipline of criminology. Specifically, all graduates will be required to take a course on social research - a course that examines the process of designing and conducting quantitative research and the writing of empirical reports. Too, all graduates have the option of taking Crim 6015: Managing Data, a series of courses that address such issues as reading and analyzing data for decision-making, grant proposal writing, and strategic planning. In addition, many of these students will elect to complete Soci 5003: Statistics for the Social Sciences - a course that provides a systematic, precise, and rational perspective based on probability theory. It is important to note that all three of these required courses are currently taught in our state-of-the-art computer lab.

3. **Innovations in professional preparation.**

The Master’s degree in Criminology will also be a leader in professional preparation grounded in the scholarship of teaching and learning. In fact, our program will, as called for in the visionary goal, “infuse the systematic investigation of teaching and student learning into professional preparation.” Achieving this goal will help satisfy the urgent state and national needs for persons trained in the area of criminology.

I. **Why is the institution developing this particular program? How does the program advance institutional or system goals and increase opportunities for students in the state?**

We have already argued the relevance of this program to the institution’s mission and strategic plan. We are also proposing the development of a new Master of Arts in Criminology for a number of other reasons. First and foremost, we have illustrated a need for advanced degrees in the criminology field. Too, we have three vibrant programs within our department: (1) a Bachelor of Science in Criminology, (2) a Bachelor of Science in Sociology, and (3) a Master of Arts in Sociology. This means that the foundation for a second Master’s program is already in
place. We also believe that this program will advance enrollment in graduate education at our institution, increase opportunities for our undergraduates, and prepare criminal justice professionals in our geographic area to complete a graduate education and pursue new opportunities in their chosen profession.

J. If the proposed program is designed to update or enhance an existing program that has experienced decline, on what does the institution base its argument that the new program will accomplish this goal? Will the existing program be discontinued or phased out over time?

This program will not replace our current Master of Arts program in Sociology. However, the addition of a Master of Arts in Criminology will certainly enhance our existing graduate program. Indeed, the students who are currently enrolled in our graduate program will benefit from the new courses, the new initiatives, and the expected increase in the number of graduate students.

K. What, if anything, would the institution stop doing so as to free resources to support the proposed program?

Three years ago our department made the decision to delete the Master of Arts in Gerontology. Though this gerontology program was the first program of its kind in the state, as competing programs around the state emerged, the enrollment in our program decreased significantly. Furthermore, the necessary and vital resources that were promised never materialized. From this single decision, we have already stopped what needed to be stopped so as to free resources to support a Master of Arts in Criminology.

III. Assessment of the societal need for the program and of student demand*  
*The questions will be addressed in a deductive order

M. Reference to current studies or needs assessments that provide strong evidence of need.

Prior to the development of this proposal, we conducted a needs assessment in our geographical area. This assessment had two goals: one, to solicit opinions and determine interest in this program among professionals in the criminal justice field and two, to solicit opinions and determine interest in this program among undergraduate students majoring in criminology.

Twenty professionals received a letter asking for a response to one basic question: Do you believe that there is interest for a Masters program in Criminology in our area. Nineteen of the 20 professionals in the criminal justice profession responded. All nineteen responses indicated a keen interest in the development of this program.

In addition, every student who is a declared major in our undergraduate program in criminology was asked the same question: Do you believe that there is interest for a Masters program in
Criminology. Forty-seven of the 80 declared criminology majors responded to the inquiry. Every single response was positive.

O. Current market trends and employment opportunities.

Q. Professional or discipline-related articles describing or documenting the need for more professionals in the area.

The job outlook for the Criminology major, particularly those with advanced degrees, is excellent.

- Opportunities in policing are rapidly expanding with the passage of the recent Crime Control Act. Employment of police and detectives is expected to grow about as fast as the average for all occupations through 2014. According to the Bureau of Labor Statistics, it is predicted that the employment rate of police and sheriff’s officers will increase 15% by the year 2014. (Bureau of Labor Statistics, 2006)

- The U.S. Department of Labor predicts that by 2010 there will be more than a 29 percent increase in the demand for FBI officers, police officers, private detectives, and U.S. customs agents. (U.S. Department of Labor, 2005).

- The corrections field has a projected growth rate of 33 percent by 2006. According to the Bureau of Labor Statistics (2006), it is predicted that the employment rate of correctional officers and jailers will increase 4.8% by the year 2014.

- The growing emphasis on homeland security has created an unprecedented demand for criminal justice and security professionals.

- The newest field of cyber-security continues to push the bounds of prepared individuals. Due to the proliferation of criminal activity on the Internet (identity theft, e-mail harassment, industrial spying, and financial theft), it is predicted that employment of investigators will grow faster than the average for all occupations through 2014 (Bureau of Labor Statistics, 2006).

- Employment of probation officers and correctional treatment specialists is projected to grow about as fast as the average (12%) for all occupations through 2014 (Bureau of Labor Statistics, 2006).

- Employment of private detectives and investigators is expected to grow faster than the average occupation across the next decade.

Furthermore,

- There are a number of federal jobs that require Master’s degrees (CJRA, 2006).
• Nearly every cabinet level department (Small Business Association, the Drug Enforcement Administration, and various branches of the Department of Justice) has enforcement divisions and people with graduate degrees in criminal justice will fit into many of them (CJRA, 2006).

• White collar violations require investigations—a niche in which a Master of Criminal Justice Administration would fit admirably (CJRA, 2006).

“The growing prison population, increasing number of prisons, and the heightened concern of international terrorism have led to a growing need for better educated professionals in the field of criminology” (University of Saint Mary, 2006). Dr. Nancy King is reported as saying, “We consulted professionals in the criminology field, all of whom stated that this was a field that was growing exponentially in scope and need for graduates to fill positions in criminal justice, criminal administration, forensics, and law enforcement at the local, state, and federal levels” (University of Saint Mary, 2006).

L. Demonstration that the program will meet a critical need of the state.

Upon initial review of the Uniform Crime Report from the State of Georgia, we find that all reported index crime is on the increase (Sec Table 2).
Table 2: Crime Statistics

STATEWIDE REPORT
PROFILE OF REPORTED INDEX CRIMES

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<th>Year</th>
<th>Murder</th>
<th>Rape</th>
<th>Robbery</th>
<th>Aggravated Assault</th>
<th>Total Violent</th>
<th>Burglary</th>
<th>Larceny</th>
<th>Auto Theft</th>
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<td>43411</td>
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</tr>
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</table>

From the Georgia Bureau of Investigations, 2006.
In addition to the rise in crime, the Georgia Department of Labor (2006) lists Local.
Government, except Education and Hospitals, but including police and sheriff’s services, correctional officers and jailers, as one of the 20 expected occupations to have the most annual job openings for the year 2005-2006. Further, evidence of letters of support and conversations with local professionals in this geographical area indicate that there will continue to be a need for professionals in the area of criminology. (See Appendix C)

N. Statistical data on successful programs elsewhere, including number of majors, graduates, and employment or graduate school placement rates for graduates.

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Majors</th>
<th>Graduates Average per Year</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany State University</td>
<td>25</td>
<td>4</td>
<td>No information given</td>
</tr>
<tr>
<td>Armstrong Atlantic State University</td>
<td>No Response to Request for Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clark Atlanta University</td>
<td>27</td>
<td>9</td>
<td>“All graduates are employed in top positions in various law enforcement agencies on the local, state, and national level. One student is attending law school in Michigan, and one is working on a Ph.D.” (Yolande Ervin)</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>40</td>
<td>12</td>
<td>“Recently, two graduates have accepted positions at the G.B.I. .... others have secured employment within the c.i. profession .... three graduates have gone onto doctoral work” (Mark Reed)</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>16</td>
<td>5</td>
<td>“A summer grad has been accepted to law school, from the spring grads, one has moved from local law enforcement to GBI, another is entering local law enforcement. Another grad transferred from a small local department to a much larger local sheriff’s office” (F. Knowles)</td>
</tr>
</tbody>
</table>
P. Letters of support and cooperation from potential local, state, or national employers.

See Appendix C.

R. Once a need for the program is documented, the proposal should address the issue of student demand for the program. The student demand must be supported by current data.

See Appendix D.

IV. Readiness of the institution to offer the program
S. A faculty with exceptional qualifications and a recognized recognition in the field.

This program will be supported by all tenure-track faculty (n=11) in the Department of Sociology and Criminology. All faculty have exceptional qualifications and have been recognized in their respective fields of study.

Detailed information about each faculty member can be found at the department’s web page: http://www.westga.edu/~soccrim/.

T. State of the art equipment and facilities or a plan for obtaining them.

State of the art equipment:
During the 2004-2005 academic year, faculty members in the Department of Sociology and Criminology made a commitment to build a departmental computer lab. Funding for this lab was redirected from the departmental budget, added to by our departmental surplus, and augmented by the Dean’s Office in the College of Arts and Sciences. A fifteen (15) seat, state of the art, computer lab was established and is now being used by sociology and criminology faculty for purposes of teaching and by undergraduate and graduate students for purposes of the completion of class assignments and individual research projects.

State of the art facilities:
During the 2005-2006 academic year, faculty members in the Department of Sociology and Criminology sent forward a proposal to create a Center on Crime and Social Justice.

The mission of the Center on Crime and Social Justice is to foster the development of a social justice perspective as a rational, humane, and positive response to the problems of crime and social inequality. The primary goal is to promote research on crime and social justice issues and the development of solutions that balance justice with compassion. By developing such a Center, the Department of Sociology and Criminology has claimed a niche whereby academic research and advocacy is directed and applied to local, state, national, and international issues. The Center will seek to develop a specialized approach
that takes advantage of the strengths and interests of criminology and sociology faculty by utilizing applied perspectives from both disciplines. (See Appendix B).

U. Indication of administrative support as exemplified by the commitment of internal funds.

The faculty and the Dean of the College of Arts and Sciences have been supportive of this proposal since its inception. Because the program will be created in an already established department, we are not seeking an immediate commitment of internal funds.

V. External sources of funding and support for the program.

At the present time, there are not any external funding sources. There is, however, support for the program as evidenced by the already presented student survey (Appendix D) and letters of support from community members (Appendix C). It is also important to note that through our Center on Crime and Social Justice we will develop a financially secure Center that will provide resources and opportunities to the students and faculty in the department, as well as to the university. Faculty members working with the Center will seek outside funding for major projects that enhance the reputation of the department and provide needed benefits to local and state criminal justice and social agencies. Major grant applications ($100,000 to $500,000) will be submitted to public and private agencies to support the Center’s activities. Targeted funding sources will include the National Institute of Justice, the Soros Foundation, the Carter Center, and the Rockefeller Foundation, among others. Eventually, the goal is for the Center to be self-supporting in providing resources for faculty and students, rather than tapping into department funds.

W. Strong cooperative links with and support from industry, agencies, or organizations needing graduates of such a program.

See Appendix C.

X. A documented record of success of a program at one level (BA) might be one indicator or readiness for expanding the program to another level (MA).

The undergraduate criminology program has always been a strong program. Today, the undergraduate program in criminology is one of only three majors requiring that students have earned a 2.5 grade point average upon completion of the core area of study. In addition, the criminology program was named as the College of Arts and Sciences’ evening program – the only major to guarantee that a student can complete her or his program of study in the evenings, and within four years.

For these and many other reasons, the number of majors in the criminology program remains consistently high – averaging over 75 majors and 27 graduates per year in the past six years. Furthermore, the graduation rate from the criminology program is third highest among all
departments offering a Bachelor of Science degree. In fact, combining the average number of graduates from the Department of Sociology and Criminology, we far surpass (average=70 graduates per year) even our closest competitor – Biology.

<table>
<thead>
<tr>
<th>Bachelor of Science</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Average number of graduates over a 5 year period</th>
</tr>
</thead>
<tbody>
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<td>Biology</td>
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<td>16</td>
<td>30</td>
<td>26</td>
<td>56</td>
<td>41</td>
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<td>1</td>
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<td>11</td>
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<td>158</td>
<td>137</td>
<td>209</td>
<td>217</td>
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</table>

Y. The intention and ability to achieve professional accreditation for the program if applicable.

Not applicable

Z. If the proposed program is the institution’s first program at a higher degree level, explain plans for delivering the program and offering the degree in cooperation with another institution that is already accredited at the new level.

Not applicable.

The program’s consistency with national standards

AA. Include standards for program quality.
BB. Identify national benchmarks the program will meet.

As of this writing, there are no national benchmarks for a graduate program in criminology.

Fiscal Implications of the program and expected funding resources

CC. Clearly identify funding sources for the proposed program and provide supporting documentation.

Again, the funds necessary to secure this program are found within the budget of the Department of Sociology and Criminology.

DD. If supported through reallocation, clearly identify source funds, amount, and implications of use of these redirected funds.

Not applicable.

EE. List any special student aid available to students in the proposed program.

We will offer Graduate Research Assistantships. Too, a graduate student can seek financial aid through Resident Directorships, Loans, Part-time Employment, Ford Direct Subsidized Stafford Loans, State Direct Student Loans, State Grants-in-Aid, Veterans Administration Benefits, and various scholarships. (See Graduate Catalog, 2006).

Relationship to similar programs elsewhere

FF. Demonstrate that the program does not duplicate existing programs within the State.

GG. Demonstrate distinctiveness and uniqueness of programs when compared to programs presently existing within the state or region.

HH. If similar programs are offered elsewhere, particularly within the state, offer evidence of a particular niche or void the program fills.

This program will be the only Master's level Criminology program in the state of Georgia.
References

Criminal Justice Resource Articles. www.dynastyeducation.com


Georgia Bureau of Investigations. www.state.ga.us/gbi

Georgia Department of Labor. www.dol.state.ga.us

Graduate Catalog. 2005-06. University of West Georgia.

University of St. Mary. www.stmary.edu/news/headlines/criminology.asp
