Memorandum

To: General Faculty

Date: March 13, 2007

Regarding: Agenda, Faculty Senate Meeting, March 16, 2007 at 3.00 pm at the Technology-enhanced learning Center, Room 1-303

The agenda for the, March 16, 2007 Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the February 2, 2007 meeting (see Addendum I)

Committee Reports:

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

Action Items:
(See Addendum II)
A) College of Arts and Sciences
   1) Biology Department
      a) BS Degree with Major in Biology
         Request: Program Modify
         F/A: SPED changed from 3416 to 2706 on program sheet
         Action: Approved

      b) BIOL 1101
         Request: Add Course
         F/A: Change course title to Freshman Biology Seminar
         F/A: Learning objectives changed from “should” to “will” and “be capable” to “will”.
         F/A: Attendance in grading was withdrawn
         Action: Approved

      c) BIOL 2107
         Request: Add Course
         F/A: Learning objectives from “should be able to” to “will”
         Action: Approved

      d) BIOL 2107L
         Request: Add Course
         F/A: Learning objectives changed from “should be able to” to “will” and from “be capable” to “will”. F/A: Attendance in grading withdrawn
         Action: Approved
e) BIOL 2108  
  Request: Add Course  
  F/A: Learning objectives from “should be able to” to “will”  
  Action: Approved  

f) BIOL 2108L  
  Request: Add Course  
  F/A: Learning objectives from “should be able to” to “will” and from “be capable” to “will”. F/A: Attendance in grading withdrawn  
  Action: Approved  

2) Chemistry Department  
   a) BS Biochemistry  
      Request: Program Modify  
      Action: Approved  

   b) CHEM 3550L  
      Request: Course Add  
      Action: Approved with F/A to copy the pre-requisite from the rationale on to the course request cover sheet and to remove “co-requisite”, and to change “should be able to” to “will” in the learning outcomes.  

   c) CHEM 4911L  
      Request: Course Delete  
      Action: Approved  

   d) CHEM 4912L  
      Request: Course Delete  
      Action: Approved  

3) Department of Biology and Department of Geosciences  
   a) ISCI 2001  
      Request: Course Add  
      Action: Approved with F/A to add to Pre-requisite statement “one area D science course with a lab” and to change “should be able to” to “will” in learning objectives.  

4) Department of Geosciences  
   a) GEOG 4643  
      Request: Add course  
      Action: Approved  
      Friendly Amendment (F/A): change course number to 3644  

   b) Geographic Information Systems Minor  
      Request: Add Program  
      Action: Approved  

B) College of Education  
  1) Department of Physical Education and Recreation  
     a) BS in Recreation-sports management  
        Request: Program Modify other  
        Action: Approved
b) SPMG 4584  
   Request: Course Add  
   Action: Approved

c) SPMG 4680  
   Request: Course Add  
   Action: Approved

C) Richards College of Business  
   1) Richards College of Business for a double major  
      a) Bachelor of Business Administration Degree  
         Request: Program Modify – Requirements for second degree  
         Action: Approved

   2) Department of Management and Business Information Systems  
      a) CISM 3335  
         Request: Add course  
         F/A: Take out “should be able to” and “Demonstrate an ability to” in learning objectives. Start with “Design usable business applications”  
         Action: Approved

      b) Management – Minor in Management Information Systems  
         Request: Program Modify Other (requirements for minor)  
         Action: Approved

      c) Management – Bachelor of Business Administration  
         Request: Modify Program (Changes to Management Information Systems Program Sheet)  
         Action: Approved

      d) Management – Bachelor of Business Administration  
         Request: Modify Program Other (Changes to Management Program Sheet)  
         Action: Approved

   3) Department of Marketing and Real Estate  
      a) Sales Certificate Program  
         Request: Program Add  
         F/A change numbering from 4861 to 4831 in the rationale  
         Action: Approved

      b) MKTG 4861  
         Request: Add Course  
         F/A change in learning objectives  
         Action: Approved

D) Policy on course hour limitations  
   Request: **Limitation on specific course hours which can be used to meet graduation requirements**: A maximum of 6 credit hours total of military science, debate practicum (COMM 1115) and applied music/ensemble courses (for non-music majors and minors) can be applied toward a degree.
No PWLA course credit may be applied toward the number of academic hours required for a degree.

**Information Items:**

A) College of Arts and Sciences
   1) Department of Chemistry
      a) CHEM 4330K
         Request: Course Modify
         Action: Approved
      
      b) CHEM 4913
         Request: Course Modify
         Action: Approved

B) College of Education
   1) Physical Education and Recreation
      a) SPMG 3660
         Request: Course Modify
         Action: Approved
      
      b) SPMG 3661
         Request: Course Modify
         Action: Approved
      
      c) SPMG 3665
         Request: Course Modify
         Action: Approved

C) Richards College of Business
   1) Department of Management and Business Information Systems
      a) CISM 3350
         Request: Modify Course
         F/A: Change to “will” in learning objectives
         Action: Approved
      
      b) CISM 3340
         Request: Modify Course
         Action: Approved
      
      c) CISM 2201
         Request: Modify Course
         F/A: change hours to 2/2/3
         Action: Approved
      
      d) CISM 4390
         Request: Modify Course
         Action: Approved
e) CISM 4310
   Request: Modify Course
   Action: Approved

f) CISM 4350
   Request: Modify Course
   Action: Approved

2) Department of Marketing and Real Estate
   a) RELE 3711
      Request: Modify Course
      Action: Approved

Committee III: Faculty & Administrative Staff Personnel (Chair, Cher Hendricks)

Action Items:

A) Motion: To create non-tenure track ranks for clinical faculty in the Department of Nursing in accordance with the Board of Regents Policy Manual, Section 803.10. (See Addendum III)

Committee IX: Graduate Studies (Chair, Skip Clark)

Action Items:
(See http://www.westga.edu/~cogs/minutes/February2007_Minutes_Revised.pdf)

A) College of Arts and Sciences
   1) Department of Nursing
      a) Nursing MSN Program by Distance Education
         Request: Modify
         Action: Approved

B) College of Education
   1) Department of Media and Instructional Technology
      a) M.Ed. in IT Program – Plan B
         Request: Modify
         Action: Approved

      b) Ed.S. in Media/IT
         Request: Modify
         Action: Approved

      c) MEDT 7471 Data Networks for Instruction
         Request: Add
         Action: Approved

      d) MEDT 8464 Issues in School Library Media
         Request: Add
         Action: Approved
2) Special Education and Speech-Language Pathology
   a) SPED 6709 Regulations & Requirements in Special Education
      Request: Add
      Action: Approved

   b) SPED 6715 Educational Characteristics of Learners: Mild Disabilities
      Request: Add
      Action: Approved

   c) SPED 6716 Characteristics and Assessment: Severe Disabilities
      Request: Add
      Action: Approved

   d) SPED 6723 Ecological Development of Exceptional Learners
      Request: Add
      Action: Approved

   e) SPED 6766 Instructional Strategies for Mild Disabilities
      Request: Add
      Action: Approved

   f) SPED 6767 Differentiated Instruction for Exceptional Learners
      Request: Add
      Action: Approved

   g) SPED 6771 Curriculum & Instructional Strategies: Severe Disabilities
      Request: Add
      Action: Approved

   h) SPED 6772 Secondary Instruction and Transition: Severe Disabilities
      Request: Add
      Action: Approved

   i) SPED 6792 Practicum I: Special Education
      Request: Add
      Action: Approved

   j) SPED 6793 Practicum II: Special Education
      Request: Add
      Action: Approved

   k) SPED 7705 Urban and Multicultural Issues in Special Education
      Request: Add
      Action: Approved

   l) SPED 7724 Collaboration & Inclusion for Learners with Severe Disabilities
      Request: Add
      Action: Approved

   m) SPED 7725 Medical Physical and Sensory Aspects of Disabilities
      Request: Add
      Action: Approved
n) SPED 7726 Autism: Characteristics and Instruction
   Request: Add
   Action: Approved

o) SPED 7727 Communication and Assistive Technology: Severe Disabilities
   Request: Add
   Action: Approved

p) SPED 7765 Learning Strategies and Content Enhancement
   Request: Add
   Action: Approved

q) SPED 7766 Direct Instruction Methodology for Reading and Mathematics
   Request: Add
   Action: Approved

r) SPED 7767 Strategies for Challenging Behaviors
   Request: Add
   Action: Approved

C) Richards College of Business

   1) Department of Management and Business Information Systems
      a) Master of Business Administration
         Request: Modify
         Action: Approved

      b) BUSA 5100 Introduction to Business Processes
         Request: Add
         Action: Approved

Information Items:

A) College of Arts and Sciences
   1) Department of Sociology and Criminology
      a) SOCI 5613 The Qualitative Research
         Request: Modify
         Action: approved

B) College of Education
   1) Department of Media and Instructional Technology
      a) MEDT 7467 Advanced Computer Utilization
         Request: Modify
         Action: approved

   2) Department of Special Education and Speech-Language Pathology
      a) SPED 6721 Professional Seminar
         Request: Modify
         Action: approved
b) SPED 6761 Classroom Behavior Management  
   Request: Modify  
   Action: approved

c) SPED 7702 Technology in Special Education  
   Request: Modify  
   Action: approved

d) SPED 7721 Assessment in Special  
   Request: Modify  
   Action: approved

C) Richards College of Business  
   1) Department of Management and Business Information Systems  
      a) MGNT 6670 Organizational Behavior and Theory  
         Request: Modify  
         Action: approved

      b) MGNT 6681 Strategic, Ethical and Global Management  
         Request: Modify  
         Action: approved

   2) Department of Account and Finance  
      a) FINC 6532 Finance  
         Request: Modify  
         Action: approved

      b) ACCT 6232 Managerial Accounting  
         Request: Modify  
         Action: approved

The following minutes were approved by COGS and may be viewed at  
http://www.westga.edu/~cogs/minutes/  
   January 17, 2007 as approved February 21, 2007

4. Announcements

   Dr. Hynes will make the following announcements:

   • Exception to the Campus Alcoholic Beverage Policy  
   • Strategic Planning Process

5. Adjournment
Addendum I

University of West Georgia
Faculty Senate Minutes
February 2, 2007

Date: March 12, 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: 3:02 p.m.

Roll Call: Abbott; Alberg; Bohannon (for McKinnon); Bray; Chibbaro; Dwight; Fulkerson; Gainey; Harkins; Hendricks, C; Hendricks, R; Holland; Kirk; Lloyd; Morris; Mowling; Murphy; Prince; Ray; Reber; Snipes; Walter (for Mayer); Ware (for Wilson); Webb; Wilson; Yoder (for Moffeit).


Minutes: A motion to approve the minutes of the December 8, 2006, meeting of the Faculty Senate was made by C. Hendricks and seconded by Bray. Approved.

Action Items:

Committee I: Undergraduate Academic Program: Chair: Jeffrey Reber

Action Items:

A) College of Arts and Sciences:
   1) Dept. of Mathematics – change in program requirements, course deletion and modifications. Approved.
   2) Dept. of Sociology and Criminology - course description modifications (hours required). Approved.

B) College of Education:
   1) Dept. of Physical Education and Recreation – course additions (activity courses). Approved.

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

Committee IX: Graduate Studies: Chair: Judy Butler (for Charles Clark)

Action Items:

A) Revisions to the Graduate Catalog regarding Admissions, Academic Standards, and
Appeals. Butler stated that these changes “cleaned up” some of the language in terms of rewording some sentences and removing redundancies. C. Hendricks asked if a denial of admissions was not through COGS? Butler’s answer was, “True; it stays in the department.” Motion made and seconded to approve changes. Approved.

B) College of Arts and Sciences:
2) Dept. of Psychology – addition of ten courses cover the addition for the new doctoral program (8000-level for first-year courses, 9000-level for thereafter). Motion made and seconded to approve these changes. Approved.
3) Dept. of Sociology and Criminology – addition of a degree program at the Master’s level to serve the west Georgia area (closest such program is currently at GSU). This will be a two-track program of study – theoretical and practitioner. Motion made and seconded to approve this program addition. Approved.

Information Items:
A) College of Arts and Sciences:
1) Dept. of Mathematics – course modification.
2) Dept. of Psychology – changes their graduate program involving the modification of 17 courses.
B) COGS minutes are on-line and available for review.

Presentation:
Permission was sought by Dr. Sethna to address the Faculty Senate as regards the governance of this body. Dr. Sethna quoted from an excerpt from the Board of Regents manuals which states, “the president or president’s designee may chair such body.” He then spoke to two aspects of this issue:
1. the symbolism of a faculty member as this designee. Dr. Sethna reminded the Faculty Senate that over the past twelve and one-half years, every single item passes by the UWG Faculty Senate has been acted upon and approved by the university’s President. He reiterated that 100% of everything passes by the Faculty Senate was acted upon and passed by the President.
2. the belief that the Faculty Senate function on its own and send items on to the President’s office. He further stated, “I believe in a collaborative mode” and that conversation in the creative stage gets us farther through difficult issues.

Discussion then ensued between the President and the Faculty Senate as to beginning an extended discussion which might lead to a larger role for the Faculty Senate in terms of its own governance.

Presentation:
Dr. Denise Overfield representing the Committee of Alternative Dispute Resolution made a PowerPoint presentation to the Faculty Senate as to the findings of the campus-wide Campus Culture and Climate Survey. Audience participation was encouraged at the end.

Adjournment: Motion was made seconded by the departure of the members of the Faculty Senate at 4:52 p.m.

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

Department: Biology
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>BS Degree with Major in Biology</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Modify</td>
<td>Add</td>
<td>Delete</td>
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<tr>
<td>☑ Course</td>
<td>✔ Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credit

\[\begin{array}{|c|}
\hline
\text{Undergraduate} \\
\text{Graduate} \\
\text{Other*} \\
\hline
\end{array}\]

*Variable credit must be explained

Frequency

\[\begin{array}{|c|}
\hline
\text{Every Term} \\
\text{Yearly} \\
\text{Other} \\
\hline
\end{array}\]

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>BS Degree with Major in Biology</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 SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attachment

Prerequisite(s)

Present or Projected Enrollment: 500 (Students per year)

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

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

Approval:

Department Chair 
Date 2/9/07

Department Chair (if cross listed) 
Date

Dean of College 
Date 2/9/07

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 09/09/07

Chair, Committee on Graduate Studies 
Date

Vice President for Academic Affairs 
Date

Revised 1/09/02
PROPOSED CHANGES TO PROGRAM
BS DEGREE WITH A MAJOR IN BIOLOGY

A. Proposed Changes to Program Title (BS Degree with a Major in Biology)
none

B. Proposed Changes to Catalog Description
The Biology Department requests amending the undergraduate catalog to reflect the changes in Biology Major proposed below (see section C.). Requested catalog changes are restricted to the portion of the catalog devoted to the three existing Biology programming tracks, General Biology, Pre-professional, and Secondary Education. All changes are shown in red; additional text is underlined and deleted text is struck through.

Note 1: Unless otherwise noted in the course description, the prerequisites for all upper division courses are equivalent to either of the following two combinations of courses including the minimum grade designations. Combination A is BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, CHEM 1211K, and CHEM 1212K; a minimum grade C is required for every BIOL course of Combination A. Combination B is BIOL 1107, BIOL 1107L, BIOL 1108, BIOL 1108L, CHEM 1211K, and CHEM 1212K, the minimum aggregate GPA for Combination B is 2.5.

Note 2: Biology Majors must complete Combination A unless transferring the equivalent of BIOL 1107 or BIOL 1108 form another major or from another institution.

B.S. DEGREE WITH A MAJOR IN BIOLOGY
GENERAL BIOLOGY TRACK

Hours
Core Areas A, B, C, D, & E (see pages 124-130) 42
Specific core curriculum requirements for the B.S. in Biology are:
MATH 1113 required under Area A
Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.
Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Core Area F

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1113</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1107, 1108 + Labs</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2107, 2108 + Labs</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 1211K and 1212K</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2130 or 2150</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1101</td>
<td>1</td>
</tr>
</tbody>
</table>

Requirements for the Major 60

Lower division requirements for Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 2120</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>BIOL 2134 + L</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2135 + L</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2411 + L</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2422 or 3422 (either with lab)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Upper division requirements for Major**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4503 or CHEM 3422 + L</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL 4984 or 4150</td>
<td>1</td>
</tr>
<tr>
<td>Ecological/Behavioral Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>Eukaryotic Biology</td>
<td>3-4</td>
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<tr>
<td>Genetic Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>Physiological Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>Prokaryotic Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>Organismic Biology</td>
<td>3-4</td>
</tr>
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<td>Prokaryotic Biology</td>
<td>3-4</td>
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<tr>
<td>Ecological/Evolutionary Biology</td>
<td>3-4</td>
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<tr>
<td>Physiological Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>Cell and Molecular Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>4 Upper Division Biology Courses</td>
<td>12-16/14-20</td>
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**Electives**

<table>
<thead>
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<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Free Electives</td>
<td>4-13</td>
</tr>
</tbody>
</table>

**B.S. DEGREE WITH A MAJOR IN BIOLOGY**

**PRE-PROFESSIONAL TRACK**

**Hours**

Core Areas A, B, C, D, & E (see pages 124-130) 42

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 required under Area A

Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

*Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MATH 1113</td>
<td>1 of 4</td>
</tr>
<tr>
<td>BIOL 1107, 1108 + Labs</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2107, 2108 + Labs</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 1211K and 1212K</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 2130 or 2150</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1101</td>
<td>1</td>
</tr>
</tbody>
</table>

Requirements for the Major 560

**Lower division requirements for Major**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2120</td>
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<tr>
<td>BIOL 2134 + L</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2135 + L</td>
<td>4</td>
</tr>
</tbody>
</table>
CHEM 2411 + L  
CHEM 2422 or 3422 (either with lab)  

Upper division requirements for Major  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4503 or CHEM 3422 + L</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL 4984 or 4150</td>
<td>1</td>
</tr>
<tr>
<td>Ecological/Behavioral Biology I</td>
<td>3-4</td>
</tr>
<tr>
<td>Eucaryotic Biology I</td>
<td>3-4</td>
</tr>
<tr>
<td>Genetic Biology I</td>
<td>3-4</td>
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<tr>
<td>Physiological Biology I</td>
<td>3-4</td>
</tr>
<tr>
<td>Prokaryotic Biology I</td>
<td>3-4</td>
</tr>
<tr>
<td>Organismal Biology I</td>
<td>3-4</td>
</tr>
<tr>
<td>Procaryotic Biology I</td>
<td>3-4</td>
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<td>Cell and Molecular Biology I</td>
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<td>Clinical Biology I</td>
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<td>Biology-Upper Division Elective</td>
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</table>

Electives  
Free Electives  

B.S. DEGREE WITH A MAJOR IN BIOLOGY  
SECONDARY EDUCATION TRACK  
Core Areas A, B, C, D, & E (see pages 124-130)  
42  
Specific core curriculum requirements for the B.S. in Biology are:  
MATH 1113 required under Area A  
CHEM 1211K and CHEM 121K are required under Area D  

Core Area F  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1113</td>
<td>1 of 4</td>
</tr>
<tr>
<td>BIOL 2107 + L</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2108 + L</td>
<td>4</td>
</tr>
<tr>
<td>CEPD 2102 (Devel. Psych)</td>
<td>2</td>
</tr>
<tr>
<td>SEED 2271 (Intro. To Sec. Ed.)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2411 + L (Organic Chem. I)</td>
<td>4</td>
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</tbody>
</table>

Requirements for Major  
Lower division science requirements for Major  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 1101 Freshman Biol. Seminar</td>
<td>1</td>
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</table>

Upper division science requirements for Major  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL x2xx Organismal Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL x3xx Prokaryotic Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL x4xx Ecological/Evolutionary Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL x5xx Physiologic Biology</td>
<td>3-4</td>
</tr>
</tbody>
</table>
BIOL 36xx Genetics 4
BIOL 4503 (Biol Perspect in Biochem) or CHEM 3422 (Organic Chem. II) 3
BIOL 4984 Senior Biology Seminar 1
Upper Division Elective 0-4

Pre-Teacher Ed requirements 6
MEDT 3401 (Media & Instructional Technology) 3
SPED 3445 (Intro. Spec. Ed.) 3

Teacher Ed requirements 22
CEPD 4101 (Ed. Psych.) 3
SEED 4271 (Integrative Technology) 3
SEED 4286 (Teaching Internship) 9
SEED 4289 (Internship Seminar) 3

Electives 3
See adviser for details.

B.A. DEGREE WITH A MAJOR IN BIOLOGY
The B.A. degree in Biology is available for students who wish to combine interests in biology with that of another program. Students interested in this option should contact a biology advisor. This may be of particular interest to pre-physical therapy majors who wish to have a minor concentration in psychology.

REQUIREMENTS FOR A MINOR IN BIOLOGY
Students with majors in other disciplines may complete a minor in biology. The minor requires 15-18 hours of biology courses with at least nine of those hours at the 3000- or 4000-level. Students must complete either BIOL 2134 or BIOL 2135 and BIOL 2108 with its laboratory and at least three upper division courses in biology. Only courses that apply toward the major in biology may be applied toward the minor.

Subtopic Biology Courses
For both the B.A. and the B.S. degrees in biology, certain upper division sub-discipline areas of biology are required in the curriculum. The information below should assist students in identifying specific courses that meet these sub-discipline requirements. The second number in the four-number system for the courses indicates the most appropriate sub-discipline for that course. For instance, a procaryotic biology course would have a "3" in the second position (i.e., X3XX would designate a procaryotic course); however, some courses address more than one discipline.

Sub-Discipline Courses that meet the Requirement
Eucaryotic Biology Organismal Biology Any course with a X2XX number
Procaryotic Biology Any course with a X3XX number
Behavioral/Ecological Biology Ecological/Evolutionary Biology Any course with a X4XX number, OR BIOL 4321
Physiological Biology Any course with a X5XX number, OR BIOL 4315
Genetic Biology Cell and Molecular Biology Any course with a X6XX number, OR BIOL 4315
Clinical Biology 
Any course with a X7XX number, OR BIOL 4325
*Up to two upper-division courses in Chemistry, Geosciences, or Physics may be used to fill these electives.

C. Rationale for the Changes Proposed
The proposed changes to the Biology Curriculum aim to improve graduation and retention rates among Biology Majors by streamlining requirements for the major, expanding opportunities for electives, and introducing a discipline-specific first year experience. In addition, the expanded electives can be used in Area F for education courses that are mandated in Biology’s Secondary Education Programming Track.

D. Summary of Changes
With implementation of this proposal, four principle changes to the Biology Curriculum will take place. First, the Biology Major will no longer require BIOL 2134, BIOL 2134L, BIOL 2135, BIOL 2135L, BIOL 2120, and BIOL 2130 but will require a new first year experience course, BIOL 1101. These changes will shift a total of nine credit hours of required Biology to general electives. Second, to ensure Biology Majors have the best foundation to begin the study of biology, the proposal calls for CHEM 1211K and CHEM 1212K to be prerequisites for new courses BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L; the new courses replace BIOL 1107, BIOL 1107L, BIOL 1108, and BIOL 1108L as the introductory biology sequence in Biology’s Area F. Third, to restore prerequisites lost by proposed course deletions and to provide the best opportunity to succeed, the Biology Major will set new prerequisites for nearly all upper division courses in the Biology Major (detailed in section C above). Fourth, nine hours of electives provided by eliminating Biology courses will be replaced by CEPD 2102, SEED 2271, and CHEM 2411 + L in Area F of Biology’s Secondary Education Programming Track. The side by side comparisons of the changes to the three program tracks of Biology are shown Tables 1-3.
<table>
<thead>
<tr>
<th>Core Area F</th>
<th>Proposed Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1113 (Pre-Calc)</td>
<td>MATH 1113 (Pre-Calc)</td>
</tr>
<tr>
<td>BIOL 1107 + L (Princip. of Biol. I)</td>
<td>BIOL 2107 + L</td>
</tr>
<tr>
<td>BIOL 1108 + L (Princip. of Biol. II)</td>
<td>BIOL 2108 + L</td>
</tr>
<tr>
<td>CHEM 1211K (Princip. of Chem I)</td>
<td>CHEM 1211K (Princip. of Chem I)</td>
</tr>
<tr>
<td>CHEM 1212K (Princip. of Chem II)</td>
<td>CHEM 1212K (Princip. of Chem II)</td>
</tr>
<tr>
<td>BIOL 2130 (Soph. Biol. Seminar)</td>
<td>BIOL 1101 Freshman Biol. Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements for Major</th>
<th>Requirements for Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2134 + L Cell &amp; Molecular Biology</td>
<td>CHEM 2411 + L (Organic Chem. I)</td>
</tr>
<tr>
<td>BIOL 2135 + L Ecol, Evol &amp; Exper Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2411 + L (Organic Chem. I)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3422 + L (Organic Chem. II)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 4503 Biol Perspect in Biochem</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL 2120 Biological Computer Applications</td>
<td>1</td>
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<tr>
<td>BIOL x2xx Eukaryotic Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL x3xx Prokaryotic Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL x4xx Behavior/Ecological Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL x5xx Physiological Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL x6xx Genetic Biology</td>
<td>3-4</td>
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<tr>
<td>BIOL 4984 Senior Biology Seminar</td>
<td>1</td>
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<tr>
<td>Biology Elective 1</td>
<td>3-4</td>
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<tr>
<td>Biology Elective 2</td>
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<td>Biology Elective 3</td>
<td>3-4</td>
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<tr>
<td>Biology Elective 4</td>
<td>3-4</td>
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</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Electives</th>
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</thead>
<tbody>
<tr>
<td>Upper Division Electives</td>
<td>Free Electives:</td>
</tr>
<tr>
<td>14-20</td>
<td>3-12</td>
</tr>
</tbody>
</table>

Minimum graduation requirements include 120 hours overall, 39 hours of upper division courses, and 21 hours of upper division BIOL courses.
### Table 2
#### Summary Proposed Changes
##### BS Biology Pre-professional Track

<table>
<thead>
<tr>
<th>Existing Curriculum</th>
<th>Proposed Curriculum</th>
</tr>
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<tbody>
<tr>
<td><strong>Core Area F</strong></td>
<td><strong>Core Area F</strong></td>
</tr>
<tr>
<td>MATH 1113 (Pre-Calc)</td>
<td>MATH 1113 (Pre-Calc)</td>
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<tr>
<td>1 of 4</td>
<td>1 of 4</td>
</tr>
<tr>
<td>BIOL 1107 + L (Princip. of Biol. I)</td>
<td>BIOL 2107 + L</td>
</tr>
<tr>
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<td>4</td>
</tr>
<tr>
<td>BIOL 1108 + L (Princip. of Biol. II)</td>
<td>BIOL 2108 + L</td>
</tr>
<tr>
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</tr>
<tr>
<td>CHEM 1211K (Princip. of Chem I)</td>
<td>CHEM 1211K (Princip. of Chem I)</td>
</tr>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1212K (Princip. of Chem II)</td>
<td>CHEM 1212K (Princip. of Chem II)</td>
</tr>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2130 (Soph. Biol. Seminar)</td>
<td>BIOL 1101 Freshman Biol. Seminar</td>
</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td><strong>Requirements for Major</strong></td>
<td><strong>Requirements for Major</strong></td>
</tr>
<tr>
<td>BIOL 2134 + L Cell &amp; Molecular Biology</td>
<td>CHEM 2411 + L (Organic Chem. I)</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2135 + L Ecol, Evol &amp; Exper Biology</td>
<td>BIOL 2134 + L Cell &amp; Molecular Biology</td>
</tr>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2411 + L (Organic Chem. I)</td>
<td>CHEM 2411 + L (Organic Chem. I)</td>
</tr>
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<tr>
<td>CHEM 3422 + L (Organic Chem. II)</td>
<td>CHEM 3422 + L (Organic Chem. II)</td>
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<tr>
<td>BIOL 4503 Biol Perspect in Biochem</td>
<td>BIOL 4503 Biol Perspect in Biochem - OR - CHEM 3422 + L</td>
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<td>(Organic Chem. II)</td>
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<td>BIOL 2120 Biological Computer Applications</td>
<td>BIOL 2120 Biological Computer Applications</td>
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<td>BIOL x2xx Eukaryotic Biology</td>
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<tr>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL x3xx Prokaryotic Biology</td>
<td>BIOL x3xx Prokaryotic Biology</td>
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<tr>
<td>3-4</td>
<td>3-4</td>
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<tr>
<td>BIOL x5xx Physiological Biology</td>
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<tr>
<td>BIOL x6xx Genetic Biology</td>
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<td>3-4</td>
<td>3-4</td>
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<tr>
<td>BIOL x7xx Clinical Biology</td>
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<td><strong>Electives</strong></td>
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<tr>
<td>Biology Elective 3</td>
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<td>3-4</td>
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<td>Free Electives:</td>
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<tr>
<td>3-12</td>
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</table>

Minimum graduation requirements include 120 hours overall, 39 hours of upper division courses, and 21 hours of upper division BIOL courses.
### Table 3
Summary Proposed Changes
BS Biology Secondary Education Track

<table>
<thead>
<tr>
<th>Existing Curriculum</th>
<th>Proposed Curriculum</th>
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</thead>
<tbody>
<tr>
<td><strong>Core Area F</strong></td>
<td><strong>Core Area F</strong></td>
</tr>
<tr>
<td>MATH 1113</td>
<td>MATH 1113</td>
</tr>
<tr>
<td>BIOL 1107 + L</td>
<td>BIOL 2107 + L</td>
</tr>
<tr>
<td>BIOL 1108 + L</td>
<td>BIOL 2108 + L</td>
</tr>
<tr>
<td>BIOL 2134 + L Cell &amp; Molecular Biology</td>
<td>CEPD 2102 (Devel. Psych)</td>
</tr>
<tr>
<td>BIOL 2155 + L Ecol, Evol &amp; Exper Biology</td>
<td>SEED 2271 (Intro. To Sec. Ed.)</td>
</tr>
<tr>
<td>BIOL 2120 (Biol. Comp. Appl.)</td>
<td>CHEM 2411 + L (Organic Chem. I)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Requirements for Major</strong></td>
<td><strong>Requirements for Major</strong></td>
</tr>
<tr>
<td>CHEM 2411 + L (Organic Chem. I)</td>
<td>BIOL 1101 Freshman Biol. Seminar</td>
</tr>
<tr>
<td>CHEM 3422 (Organic Chem. II)</td>
<td>BIOL x2xx Organismal Biology</td>
</tr>
<tr>
<td>BIOL 3221 (Tax Plants &amp; Ferns) or BIOL 3223 (Vasc Plants)</td>
<td>BIOL x3xx Prokaryotic Biology</td>
</tr>
<tr>
<td>BIOL 3231 (Comp Vert Anat) or BIOL 4520 (Dev Biol)</td>
<td>BIOL x4xx Ecological/Evolutionary Biology</td>
</tr>
<tr>
<td>BIOL 3513 (Human Physiology) or BIOL 4539 (Comp Physiology)</td>
<td>BIOL x5xx Physiologic Biology</td>
</tr>
<tr>
<td>BIOL 3310 Microbiology</td>
<td>BIOL 36xx Genetics</td>
</tr>
<tr>
<td>BIOL 3621 (Genetic &amp; Medical Genetics)</td>
<td>BIOL 4503 (Biol Perspect in Bioch) or CHEM 3422 (Organic Chem. II)</td>
</tr>
<tr>
<td>BIOL 4503 Biol Perspect in Biochem</td>
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<tr>
<td>BIOL 4984 Senior Biology Seminar</td>
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<tr>
<td><strong>Required Before Teacher Ed</strong></td>
<td><strong>Required Before Teacher Ed</strong></td>
</tr>
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<td>CEPD 2102 (Devel. Psych)</td>
<td>MEDT 3401 (Media &amp; Instructional Technology)</td>
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<td>MEDT 2401 (Media &amp; Instructional Technology)</td>
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<td>SPED 2706 Intro. Spec. Ed.</td>
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<td><strong>Required of Admitted Teacher Ed</strong></td>
<td><strong>Required of Admitted Teacher Ed</strong></td>
</tr>
<tr>
<td>CEPD 4101 (Ed. Psych.)</td>
<td>CEPD 4101 (Ed. Psych.)</td>
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<tr>
<td>SEED 4271 (Integrative Technology)</td>
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<tr>
<td>SEED 4286 (Teaching Internship)</td>
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</tr>
<tr>
<td>SEED 4289 (Internship Seminar)</td>
<td>SEED 4289 (Internship Seminar)</td>
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<td><strong>Free Electives</strong></td>
<td><strong>Free Electives</strong></td>
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<tr>
<td>Free Electives</td>
<td>Free Electives</td>
</tr>
<tr>
<td></td>
<td>0-1</td>
</tr>
</tbody>
</table>

Minimum graduation requirements include 120 hours overall, 39 hours of upper division courses, and 21 hours of upper division BIOL courses.
E. Addendum

This program proposal cannot be implemented without the approval of new courses, BIOL 1101, BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. Proposals for the new courses are bundled with this program change proposal.

F. New Faculty Resources Required for Implementation

None
# Course or Program Addition, Deletion or Modification Request

**Department:** Biology  
**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>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td></td>
<td></td>
<td>✔️ Undergraduate</td>
<td>✔️ Every Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>❑ Yearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>❑ Other</td>
</tr>
</tbody>
</table>

**Action:**
- ✔️ Course
  - □ Modify
  - □ Add
  - □ Delete
- □ Program
  - □ 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)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>1101</td>
<td>First-Year Experience for Biology Majors</td>
<td>1 / 0 / 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):

See attached

### Prerequisite(s)

- none

### Present or Projected Enrollment:

*Students per year*

Effective Date*: Fall 2007 Term/Year

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

### Approval:

- Department Chair: [Signature]  2/6/07
- Dean of College: [Signature]  2/9/07
- 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: [Signature]  03/07/07
- Chair, Committee on Graduate Studies: Date

**Vice President for Academic Affairs:** Date

Revised 1/09/02
MASTER SYLLABUS

A. The Course Title

BIOL 1101: First Year Experience for Biology Majors

B. The Catalog Description

1/0/1

This course surveys the University of West Georgia, the Biology Department, and the discipline of Biology, including opportunities for post graduate studies and careers. Students will be engaged by active learning assignments in critical thinking, scientific information retrieval, practical computer skills, and oral and written communication. Student will be introduced to resources and practices that can assist success in the classroom. Students are expected to attend and report on assigned presentations outside of class.

C. Course Rationale

BIOL 1101 will be required to help fill a void created during the first year for Biology Majors by the accompanying proposal to modify Biology’s BS degree program. Most students following the proposed Biology curriculum would have no other course in biology during the first year except the proposed BIOL 1101. The proposal models BIOL 1101 after UWG 1101, which is specifically designed to provide a freshman year experience that promotes retention. In addition the proposed BIOL 1101 is designed to engage Biology Majors in the discipline.

D. Learning Outcomes and Objectives

With the successful completion of BIOL 1101 a students should be able to:

- Adapt study habits to approach problems logically and develop solutions through a critical thinking process
- understand their own personal learning style and how to best adapt to different instructional strategies in the classroom
- summarize basic information about UWG, its history, purposes, organization, rules and regulations, people, services, resources, and opportunities for student development
- associate expertise and interests with faculty in Biology
- identify the resources available through the Library, EXCEL Center, Biology’s computer lab, departmental tutoring opportunities,
- find resources for determining academic and experiential requirements associated with professional schools and other post graduate academic programs
- find resources for determining and tracking career opportunities
- reconcile personal goals for careers and academic majors with their plans for achieving these goals
- will demonstrate fundamental computer skills
- will be capable of communicating scientific information.

E. Course Prerequisites

Declared Major in Biology

1lecture hours/lab hours/total credit hours
F. Course Text or Course Pack

*Keys to Effective Learning, Custom Version for the University of West Georgia, 2005*

G. Course Outline

I. Intro to course and UWG
II. Beginning Critical Thinking
III. Finding out about UWG Student Resources
IV. Exploring Resources for Graduate School
V. Exploring Resources for Careers
VI. Note Taking Skills
VII. Test Taking Skills
VIII. Standards of Critical Thinking
IX. Practical Computing Skills
   A. Text editing
   B. Spreadsheets
   C. PowerPoint
X. Library and Scientific Information Retrieval
XI. Building Written Communication Skills
XII. Building Oral Communication Skills

H. Bibliography


I. Evaluation Criteria

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>50% of final grade</th>
<th>A = 90 - 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>12.5% of final grade</td>
<td>B = 80 - 89</td>
</tr>
<tr>
<td>Assignments</td>
<td>25% of final grade</td>
<td>C = 70 - 79</td>
</tr>
<tr>
<td>Presentations</td>
<td>12.5% of final grade</td>
<td>D = 60 - 69</td>
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<tr>
<td></td>
<td></td>
<td>F = 59 &amp; below</td>
</tr>
</tbody>
</table>
**Course or Program Addition, Deletion or Modification Request**

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

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title</th>
<th>Credit</th>
<th>Frequency</th>
<th>Hours: Lecture/Lab/Total</th>
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<tr>
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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>
<thead>
<tr>
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<td>2107</td>
<td>Principles of Biology I for Biology Majors</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 the first of a two semester course designed for biology majors requiring a survey of fundamental topics in modern biology. Lectures build on a foundation of chemistry to develop current concepts of cell and molecular biology, genetics, evolution, and biological diversity. This course satisfies a core requirement of the Biology Major but does not fulfill any of the requirements for general education.

**Prerequisite(s)** CHEM 1211K and CHEM 1212K; or departmental consent.

**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  
  - Date: 2/6/07
- Dean of College  
  - Date: 2/9/07

**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: 03/9/07
- Chair, Committee on Graduate Studies  
  - Date

**Vice President for Academic Affairs**  
- Date

Revised 1/09/02
MASTER SYLLABUS

A. The Course Title

BIOL 2107: Principles of Biology I for Biology Majors.

B. The Catalog Description

3/0/3

This is the first of a two semester course designed for biology majors requiring a survey of fundamental topics in modern biology. Lectures build on a foundation of chemistry to develop current concepts of cell and molecular biology, genetics, evolution, and biological diversity. This course satisfies a core requirement of the Biology Major but does not fulfill any of the requirements for general education.

C. Course Rationale

Biology 2108 replaces BIOL 1108 as satisfying one of the Area F requirements for the Biology Major. It is designed to be taken after the successful completion of BIOL 2107. The combination of CHEM 1211K, CHEM 1212K, BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L serve as the foundation for most upper division courses in the Biology Major and Minor.

D. Learning Outcomes and Objectives

With the successful completion of BIOL 2107 and BIOL 2108 students should be able to:

- Discuss the functions of various parts of the vascular plant body.
- Describe the structure and function of the ground, dermal, and vascular tissue systems.
- Distinguish between primary and secondary plant growth.
- Discuss transpiration and its effects on plants.
- Describe the pathways of water movement and sugar translocation.
- Discuss the pressure flow hypothesis of sugar translocation in phloem.
- Distinguish between plant macronutrients and micronutrients and give a physiological role for each essential element.
- Compare and contrast sexual and asexual reproduction in flowering plants.
- List several ways auxins, gibberellins, cytokinins, ethylene, and abscisic acid affect plant growth and development.
- Compare structure and function of the for major animal tissues.
- Discuss homeostasis in terms of how blood sugar is regulated.
- Discuss the structure and function of the following organ systems: digestive, circulatory, respiratory, excretory, endocrine, reproductive, and nervous.
- Describe the characteristics of populations.
- Distinguish between exponential and logistic population growth.
- Explain how density-dependent, biotic, and abiotic factors affect population growth.
- Discuss the history of human population growth.
- List the categories of interspecific interactions and explain how each may affect the population densities of the species involved.
- Distinguish between primary and secondary succession.

\( \text{lecture hours/lab hours/total credit hours} \)
• Compare gross primary production with net primary production.
• Compare primary productivity in specific marine, freshwater, and terrestrial ecosystems.
• Explain how energy and nutrients move through ecosystems.
• Describe the four nutrient reservoirs and the processes that transfer the elements between reservoirs.
• Explain the impact of agricultural practices, acid precipitation, increasing CO2 concentrations, and ozone depletion on various ecosystems and the biosphere as a whole.
• Define biodiversity and explain why it is vital to human welfare.
• Explain the importance of bioremediation and biological augmentation of ecosystem processes in restoration efforts.

E. Course Prerequisites

CHEM 1211K and CHEM 1212K; or departmental consent.

F. Course Text or Course Pack


G. Course Outline

1. Plant Form and Function
   A. Plant Structure, Growth, and Development
      1. Basic body plan
      2. Cells and tissues
      3. Primary and secondary tissues of roots
      4. Primary and secondary tissues of stems
   B. Transport Mechanisms of Vascular Plants
      1. Role of water potential in transport
      2. Factors that control water potential
      3. Water potential and bulk flow
      4. Absorption of water and minerals by root hairs, mycorrhizae, and cortical cells
      5. Xylem transport processes
      6. Phloem transport processes
   C. Nutrition
      1. Macro and micro nutrients required for growth
      2. Soil requirements for growth and agriculture
      3. Availability of nitrogen
      4. Roles of symbiotic bacteria
   D. Reproduction of flowering plants
      1. Flower anatomy
      2. Basics of pollination
      3. Development of gametophyte
      4. Development of seeds and fruits
   E. Responsiveness to signals
1. Stimuli and responses
2. Responses to hormones
3. Response to light

II. Animal Form and Function
   A. Fundamental Principles
      1. Constraints on size and shape
      2. Function related to forms of tissues and organs
      3. Maintenance of structure and internal environment requires energy
      4. Basics of homeostasis
   B. Animal Nutrition
      1. The role of diet in providing essential nutrients and energy
      2. Processing food by ingestion, digestion, absorption, and elimination
      3. Food processing organs of the digestive tract
   C. Circulatory System
      1. Comparison of circulation in invertebrates and vertebrates
      2. Blood flow mechanisms
      3. Gas exchange in circulating cells
      4. Breathing with lungs
   D. Osmoregulation and Excretion
      1. Water and solute balance
      2. Adaptations for excreting nitrogen
      3. Excretory processes among animals
      4. Fundamentals of kidney function
   E. Chemical Signals in Animals
      1. Regulation by nervous and endocrine systems
      2. Conserved hormone responses
      3. Hypothalamus and pituitary coordinate endocrine system
      4. Sex hormones coordinate gonad development and function
   F. Animal Sexual Reproduction
      1. Mechanisms of fertilization
      2. Reproductive organs
      3. Reproductive hormones
      4. Early embryo implantation
   G. Development of Vertebrate Animals
      1. Fertilization
      2. Cleavage
      3. Gastrulation
      4. Organogenesis
   H. Nervous Systems
      1. Neurons and cells of the nervous system
      2. Communication at synapses
      3. Central nervous system and the brain
   I. Sensory and Motor Control
      1. Sensory nerves carry stimulus information to CNS
      2. Specialized nerves for hearing and vision
3. Nervous control of muscle contraction

III. Ecology
   A. Population Ecology
      1. Dynamic population fluctuations
      2. Life history traits
      3. Factors that regulate population density
   B. Community Ecology
      1. Interactions among populations defines a community
      2. Role of dominant species
      3. Factors that affect diversity of populations within a community
   C. Ecosystems
      1. Interactions between producers and consumers
      2. Primary production
      3. Chemical cycles
      4. Inheritance of organelle genes
   D. Conservation
      1. Threat of human populations
      2. Conservation of habitat
      3. Restoration ecology
      4. Sustainable development

H. Bibliography


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### I. Evaluation Criteria

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<th>Percentage of Final Grade</th>
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<tr>
<td>Comprehensive Final*</td>
<td>15%</td>
<td>B = 80 - 89</td>
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<tr>
<td>In-Class Activities (to be announced)</td>
<td>10%</td>
<td>C = 70 - 79</td>
</tr>
<tr>
<td>Clicker Questions</td>
<td>10%</td>
<td>D = 60 - 69</td>
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* F = 59 & below
Course or Program Addition, Deletion or Modification Request

Department: Biology  
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)

BIOL 2107L Principles of Biology | Lab for Biology Majors  
Prefix: BIOL  
Course: 2107L  
Title: Principles of Biology | Lab for Biology Majors  
Hours: Lecture/Lab/Total  
0 / 3 / 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 is the laboratory component for the lecture course, BIOL 2107. Lecture and lab must be taken in the same semester.

Prerequisite(s) CHEM 1211K and CHEM 1212K or departmental consent

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

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

Approval:

[Signature]
[Date] 2/1/07  
Department Chair  
[Signature]
[Date] 2/9/07  
Dean of College  
[Signature]
[Date]  
Dean of College (if cross listed)

Chair of TEAC (if teacher prep. program)  
[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] 03/07/07  
Chair, Undergraduate Academic Programs Committee  
[Signature]  
[Date]  
Chair, Committee on Graduate Studies

Vice President for Academic Affairs  
[Signature]  
[Date]  
Revised 1/09/02
MASTER SYLLABUS

A. The Course Title

BIOL 2107L: Principles of Biology I Lab for Biology Majors

B. The Catalog Description

0/3/1

This is the laboratory component for the lecture course, BIOL 2107. Lecture and lab must be taken in the same semester.

C. Course Rationale

Biology 2107L replaces BIOL 1107L as satisfying one of the Area F requirements for the Biology Major. It is designed to be taken after the completion of two semesters of introductory chemistry, CHEM 1211K and CHEM 1212K or the equivalent. The combination of CHEM 1211K, CHEM 1212K, BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L serve as the foundation for most upper division courses in the Biology Major and Minor.

D. Learning Outcomes and Objectives

With the successful completion of BIOL 2107 and BIOL 2108 a students should be able to:

• Analyze an experiment in terms of the scientific method.
• Physically demonstrate the proper use and care of a compound light microscope and a dissection microscope.
• Describe the various mechanisms by which materials are transported across cell membranes.
• Explain the importance of aerobic and anaerobic respiration.
• Describe the process of fermentation.
• Explain the roll of enzymes in biochemical reactions.
• Describe the events and the characteristics of each phase that are associated with the cell cycle.
• Describe the events and the characteristics of each phase that are associated with each phase of meiosis.
• Compare and contrast meiosis and mitosis.
• Explain the process and importance of photosynthesis.
• Describe simple genetic dominance, incomplete dominance, and lethal dominance.
• Explain the important concepts associated with Mendelian genetics.
• Explain the Hardy-Weinberg Principle and use it to determine the genotypic and phenotypic frequency of a population while properly using the terms allele, dominant, recessive, homozygous, and heterozygous.
• Describe the characteristic features of the following kingdoms: Animalia, Fungi, Protista, and Plantae.
• Demonstrate the proper way to communicate scientific data by writing a scientific lab report.

E. Course Prerequisites

CHEM 1211K and CHEM 1212K or departmental consent

F. Course Text or Course Pack

1lecture hours/lab hours/total credit hours
Pencoe, N.L. and Petty, C. Biology 1107 Laboratory Manual

G. Course Outline
- Scientific method
- Function of biological membranes
- Enzyme activity
- Cellular respiration and anaerobic pathways
- Photosynthesis and use of the microscope
- Mitosis and meiosis
- Mendelian genetics
- Transcription and translation
- Construction of dichotomous key
- Animal diversity

H. Bibliography


I. Evaluation Criteria

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# Course or Program Addition, Deletion or Modification Request

**Department:** Biology  
**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)

**BIOL 2108 Principles of Biology II for Biology Majors**

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<tr>
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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 is the second of a two semester course designed for biology majors requiring a survey of fundamental topics in modern biology. Lectures build on a foundation of chemistry to develop current concepts of the form and function of plants and animals and of ecology. This course satisfies a core requirement of the Biology Major but does not fulfill any of the requirements for general education.

**Prerequisite(s):** CHEM 1211K, CHEM 1212K, and a minimum grade of C in BIOL 2107; or departmental consent.

**Present or Projected Enrollment:** (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: [Signature]
  - Date: 2/6/07
- **Dean of College:**
  - Signature: [Signature]
  - Date: 2/9/07
- **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:**
  - Signature: [Signature]
  - Date: 03/09/07
- **Chair, Committee on Graduate Studies:**
  - Signature: [Signature]
  - Date

**Vice President for Academic Affairs:**

- Date

Revised 1/09/02
MASTER SYLLABUS

A. The Course Title

BIOL 2108: Principles of Biology II for Biology Majors.

B. The Catalog Description

3/0/3

This the second of a two semester course designed for biology majors requiring a survey of fundamental topics in modern biology. Lectures build on a foundation of chemistry to develop current concepts of the form and function of plants and animals and of ecology. This course satisfies a core requirement of the Biology Major but does not fulfill any of the requirements for general education.

C. Course Rationale

Biology 2108 replaces BIOL 1108 as satisfying one of the Area F requirements for the Biology Major. It is designed to be taken after the successful completion of BIOL 2107. The combination of CHEM 1211K, CHEM 1212K, BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L serve as the foundation for most upper division courses in the Biology Major and Minor.

D. Learning Outcomes and Objectives

With the successful completion of BIOL 2107 and BIOL 2108 students should be able to:

- Discuss the functions of various parts of the vascular plant body.
- Describe the structure and function of the ground, dermal, and vascular tissue systems.
- Distinguish between primary and secondary plant growth.
- Discuss transpiration and its effects on plants.
- Describe the pathways of water movement and sugar translocation.
- Discuss the pressure flow hypothesis of sugar translocation in phloem.
- Distinguish between plant macronutrients and micronutrients and give a physiological role for each essential element.
- Compare and contrast sexual and asexual reproduction in flowering plants.
- List several ways auxins, gibberellins, cytokinins, ethylene, and abscisic acid affect plant growth and development.
- Compare structure and function of the for major animal tissues.
- Discuss homeostasis in terms of how blood sugar is regulated.
- Discuss the structure and function of the following organ systems: digestive, circulatory, respiratory, excretory, endocrine, reproductive, and nervous.
- Describe the characteristics of populations.
- Distinguish between exponential and logistic population growth.
- Explain how density-dependent, biotic, and abiotic factors affect population growth.
- Discuss the history of human population growth.
- List the categories of interspecific interactions and explain how each may affect the population densities of the species involved.
- Distinguish between primary and secondary succession.
- Compare gross primary production with net primary production.

\[ \text{lecture hours/lab hours/total credit hours} \]
• Compare primary productivity in specific marine, freshwater, and terrestrial ecosystems.
• Explain how energy and nutrients move through ecosystems.
• Describe the four nutrient reservoirs and the processes that transfer the elements between reservoirs.
• Explain the impact of agricultural practices, acid precipitation, increasing CO2 concentrations, and ozone depletion on various ecosystems and the biosphere as a whole.
• Define biodiversity and explain why it is vital to human welfare.
• Explain the importance of bioremediation and biological augmentation of ecosystem processes in restoration efforts.

E. Course Prerequisites

CHEM 1211K, CHEM 1212K, and a minimum grade of C in BIOL 2107; or departmental consent.

F. Course Text or Course Pack


G. Course Outline

I. Plant Form and Function
   A. Plant Structure, Growth, and Development
      1. Basic body plan
      2. Cells and tissues
      3. Primary and secondary tissues of roots
      4. Primary and secondary tissues of stems
   B. Transport Mechanisms of Vascular Plants
      1. Role of water potential in transport
      2. Factors that control water potential
      3. Water potential and bulk flow
      4. Absorption of water and minerals by root hairs, mycorrhizae, and cortical cells
      5. Xylem transport processes
      6. Phloem transport processes
   C. Nutrition
      1. Macro and micro nutrients required for growth
      2. Soil requirements for growth and agriculture
      3. Availability of nitrogen
      4. Roles of symbiotic bacteria
   D. Reproduction of flowering plants
      1. Flower anatomy
      2. Basics of pollination
      3. Development of gametophyte
      4. Development of seeds and fruits
   E. Responsiveness to signals
      1. Stimuli and responses
2. Responses to hormones
3. Response to light

II. Animal Form and Function
A. Fundamental Principles
  1. Constraints on size and shape
  2. Function related to forms of tissues and organs
  3. Maintenance of structure and internal environment requires energy
  4. Basics of homeostasis
B. Animal Nutrition
  1. The role of diet in providing essential nutrients and energy
  2. Processing food by ingestion, digestion, absorption, and elimination
  3. Food processing organs of the digestive tract
C. Circulatory System
  1. Comparison of circulation in invertebrates and vertebrates
  2. Blood flow mechanisms
  3. Gas exchange in circulating cells
  4. Breathing with lungs
D. Osmoregulation and Excretion
  1. Water and solute balance
  2. Adaptations for excreting nitrogen
  3. Excretory processes among animals
  4. Fundamentals of kidney function
E. Chemical Signals in Animals
  1. Regulation by nervous and endocrine systems
  2. Conserved hormone responses
  3. Hypothalamus and pituitary coordinate endocrine system
  4. Sex hormones coordinate gonad development and function
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  1. Mechanisms of fertilization
  2. Reproductive organs
  3. Reproductive hormones
  4. Early embryo implantation
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  3. Gastrulation
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  1. Neurons and cells of the nervous system
  2. Communication at synapses
  3. Central nervous system and the brain
I. Sensory and Motor Control
  1. Sensory nerves carry stimulus information to CNS
  2. Specialized nerves for hearing and vision
  3. Nervous control of muscle contraction
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A. Population Ecology
   1. Dynamic population fluctuations
   2. Life history traits
   3. Factors that regulate population density
B. Community Ecology
   1. Interactions among populations defines a community
   2. Role of dominant species
   3. Factors that affect diversity of populations within a community
C. Ecosystems
   1. Interactions between producers and consumers
   2. Primary production
   3. Chemical cycles
   4. Inheritance of organelle genes
D. Conservation
   1. Threat of human populations
   2. Conservation of habitat
   3. Restoration ecology
   4. Sustainable development

H. Bibliography


### I. Evaluation Criteria

<table>
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<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
<th>Grade Range</th>
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<tr>
<td>Lecture Exams (5)*</td>
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<td>C = 70 - 79</td>
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<td>Clicker Questions</td>
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<td>F = 59 &amp; below</td>
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Course or Program Addition, Deletion or Modification Request

Department: Biology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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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<td>BIOL</td>
<td>2108L</td>
<td>Principles of Biology II Lab for Biology Majors</td>
</tr>
</tbody>
</table>

Hours: Lecture/Lab/Total

0 / 3 / 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 SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This is the laboratory component for the lecture course, BIOL 2108. Lecture and lab must be taken in the same semester.

Prerequisite(s) CHEM 1211K, CHEM 1212K, and BIOL 2107L; or departmental consent

Present or Projected Enrollment: (Students per year)

Effective Date*: Fall 2007

Term/Year

Grading System:

☑ Letter Grade

☑ Pass/Fail

☑ Other

Approval:

Department Chair

Date 2/9/07

Department Chair (if cross listed)

Date

Dean of College

Date 2/9/07

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 2/9/07

Chair, Committee on Graduate Studies

Date

Vice President for Academic Affairs

Date

Revised 1/09/02
MASTER SYLLABUS

A. The Course Title
   BIOL 2108L: Principles of Biology II Lab for Biology Majors

B. The Catalog Description
   0/3/1
   This is the laboratory component for the lecture course, BIOL 2108. Lecture and lab must be taken in the same semester.

C. Course Rationale
   Biology 2108L replaces BIOL 1108L as satisfying one of the Area F requirements for the Biology Major. It is designed to be taken after the completion of two semesters of introductory chemistry, CHEM 1211K and CHEM 1212K or the equivalent. The combination of CHEM 1211K, CHEM 1212K, BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L serve as the foundation for most upper division courses in the Biology Major and Minor.

D. Learning Outcomes and Objectives
   With the successful completion of BIOL 2107 and BIOL 2108 a students should be able to:
   • Explain the process of transpiration in plants and its importance.
   • Identify the functions of various parts of the vascular plant body.
   • Describe the structure and function of herbaceous plants tissues.
   • Differentiate among structures and functions of epithelial, connective, muscle, and nervous tissue.
   • Determine the basis of similarity of structure and function between sheep and human heart.
   • Distinguish the structures and functions of the eleven animal organ systems.
   • Identify stages of animal development.
   • Evaluate the characteristics of terrestrial ecosystems.

E. Course Prerequisites
   CHEM 1211K, CHEM 1212K, and BIOL 2107L; or departmental consent

F. Course Text or Course Pack
   1lecture hours/lab hours/total credit hours
   Pencoe, N.L. and Petty, C. Biology 1107 Laboratory Manual

G. Course Outline
   Topics for weekly labs:
   • Morphology and Anatomy of Herbaceous Plants
   • Angiosperm flowers, fruits, and seeds

1lecture hours/lab hours/total credit hours
- Plant physiology and nutrition
- Vertebrate histology
- Digestive system
- Fetal pig dissection: integumentary and skeletal systems
- Fetal pig and sheep heart dissection: circulatory and respiratory systems
- Fetal pig dissection: reproductive, excretory, and endocrine systems
- Fetal pig and cow eye dissections: central and peripheral nervous systems
- Developmental embryology
- Sensory nervous system: vision, smell, and taste; reflex nervous system
- Animal behavior
- Ecology

H. Bibliography


I. Evaluation Criteria

<table>
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<tr>
<th>Evaluation</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>B = 80 - 89</td>
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<td>Weekly quiz</td>
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<td>C = 70 - 79</td>
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<td>Attendance and Participation</td>
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<td>Lab Report Draft</td>
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<td>E = 59 &amp; below</td>
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<td>Lab Report Final</td>
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<td>Pre-Lab and Post-Lab Questions</td>
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Course or Program Addition, Deletion or Modification Request

Department: Chemistry
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>
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</table>

☐ 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)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</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):

Read the attached page for justification of changes in the ACS certified BS BioChemistry Program.

Prerequisite(s)

Present or Projected Enrollment: (Students per year)

Effective Date*: Spring/2008

Term/Year

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
Justification for the changing the curriculum design in the [ACS certified] BS in BioChemistry Program

The changes being proposed for the redesign of the Advanced Labs in the B.S. in Chemistry program also affects the current (ACS accredited) B.S. in BioChemistry degree since this degree program requires Advanced Lab I (CHEM 4911L), Advanced lab III (CHEM 4913L), and Instrumental Analysis (CHEM 4330).

Advanced Lab I will be replaced with the new course named “Physical Chemistry Lab” [CHEM 3550L (0/4/2)] that has lab exercises related to Thermo-Chemistry in the first half of the semester followed by labs related to Quantum Chemistry in the latter half. This keeps the physical chemistry topics, both Thermo & Quantum Chemistry, grouped together which is commonly done in universities across the nation. The Physical Chemistry Lab course will be offered in both Fall and Spring semesters which will help to alleviate scheduling problems we are having with students. The lab exercises in this new course will exclude laboratory exercises associated with instrumental analysis. However, lab exercises associated with instrumental analysis are required by our accrediting agency (ACS) and will thereby be integrated with the Instrumental Analysis lecture course. This will require a change in the current lecture designation of our Instrumental Analysis course which is currently CHEM 4330 (3/0/3), to a new designation of CHEM 4330K (3/3/4) that will be composed of lecture and lab.

Advanced Lab III is an advanced synthesis course which only needs a change in the title. With the changes made with Advanced Lab I and II it makes no sense to have this synthetic course labeled as Advanced Lab III. The new course title for Advanced Lab III is simply “Advanced Synthesis Lab”.

The change in the course credit hours is shown below:

<table>
<thead>
<tr>
<th>Current Junior/Senior Lecture &amp; Labs</th>
<th>New Design of Junior/Senior Lecture &amp; Labs</th>
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</thead>
<tbody>
<tr>
<td>Biochemistry Lab</td>
<td>Biochemistry Lab</td>
</tr>
<tr>
<td>CHEM 4720L (0/5/2)</td>
<td>CHEM 4720L (0/5/2)</td>
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<tr>
<td>Advanced Lab I</td>
<td>Physical Chemistry Lab</td>
</tr>
<tr>
<td>CHEM 4911L (0/4/2)</td>
<td>CHEM 3550L (0/4/2)</td>
</tr>
<tr>
<td>Advanced Lab III</td>
<td>Advanced Synthesis Lab</td>
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<tr>
<td>CHEM 4913L (0/6/2)</td>
<td>CHEM 4913L (0/6/2)</td>
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<tr>
<td>Instrumental Analysis</td>
<td>Instrumental Analysis</td>
</tr>
<tr>
<td>CHEM 4330 (3/0/3)</td>
<td>CHEM 4330K (3/3/4)</td>
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<td>Credit Hours</td>
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<tr>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

The increase in one credit hour will be accounted for by removing one hour from the free electives.
Current Catalog Description of the ACS accredited BS in Biochemistry

Core Areas A,B,C,D,& E  
(see pages 124-130 in undergraduate catalogue)
- Core Area A must include MATH 1113*
- Core Area D must include MATH 1634* and PHYS 2211, PHYS 2212 is recommended (*2 hrs moved to Area F)

Core Area F: Courses specific to the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>MATH 2644</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1211K or CHEM 1230K</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1212K or CHEM 2422 and 2422L</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2411 and 2411L</td>
<td>4</td>
</tr>
<tr>
<td>MATH credit from Area A and D</td>
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Concentration

Courses from the major:

<table>
<thead>
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<th>Course</th>
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<tr>
<td>CHEM 2130</td>
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<tr>
<td>CHEM 2422 and 2422L (if not in F)</td>
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<td>CHEM 3310K</td>
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<td>CHEM 4330</td>
<td>3</td>
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<tr>
<td>CHEM 3521</td>
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<tr>
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<td>CHEM 4911L</td>
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<td>CHEM 4913L</td>
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<td>CHEM 4612</td>
<td>3</td>
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<tr>
<td>CHEM 4083**</td>
<td>4</td>
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<tr>
<td>CHEM 4084**</td>
<td>1</td>
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<td>CHEM 4711</td>
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<td>CHEM 4712</td>
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<td>CHEM 4720L</td>
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Courses from supporting disciplines:

<table>
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<tr>
<th>Course</th>
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<tr>
<td>MATH 3303</td>
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<tr>
<td>BIOL 1107 &amp; 1107L</td>
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<tr>
<td>BIOL 1108 &amp; 1108L</td>
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<tr>
<td>BIOL 2134 &amp; 2134L</td>
<td>4</td>
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</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
</table>

**A senior thesis paper and oral presentation are required.
New Modified ACS Bachelor of Science in Biochemistry

In the new program, CHEM 4911L and 4912L are replaced with CHEM 3550L. Also, CHEM 4330 is modified to CHEM 4330K.

Core Areas A,B,C,D,& E
(see pages 124-130 in undergraduate catalogue)
- Core Area A must include MATH 1113*
- Core Area D must include MATH 1634* and PHYS 2211, PHYS 2212 is recommended
  (*2 hrs moved to Area F)

Core Area F: Courses specific to the major 18
- MATH 2644 4
- CHEM 1211K or CHEM 1230K 4
- CHEM 1212K or (CHEM 2422 and 2422L) 4
- CHEM 2411 and 2411L 4
- MATH credit from Area A and D 2

Concentration 50-54
Courses from the major:
- CHEM 2130 1
- CHEM 2422 and 2422L (if not used in area F) 0-4
- CHEM 3310K 4
- CHEM 4330K 4
- CHEM 3521 3
- CHEM 3522 3
- CHEM 3550L 2
- CHEM 4913L 2
- CHEM 4612 3
- CHEM 4083** 4
- CHEM 4084** 1
- CHEM 4711 3
- CHEM 4712 3
- CHEM 4720L 2

Courses from supporting disciplines:
- MATH 3303 3
- BIOL 1107 & 1107L 4
- BIOL 1108 & 1108L 4
- BIOL 2134 & 2134L 4

Electives 6-10

TOTAL 120

General Restrictions: Students are allowed only one D in the courses used to satisfy the major. A maximum of 6 hours of research is allowed in the degree program. Six (6) hours of WAC courses are required.

**A senior thesis paper and oral presentation are required.
Course or Program Addition, Deletion or Modification Request

Department: Chemistry  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
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</thead>
<tbody>
<tr>
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<td>![Check] Every Term</td>
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<td>![Box] Yearly</td>
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<td>![Box] Other</td>
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<td>![Box] Variable credit must be explained</td>
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<td>![Box] Other</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.

- ![Check] Library resources are adequate
- ![Box] 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>CHEM</td>
<td>3550L</td>
<td>Physical Chemistry Lab</td>
<td>0 / 4 / 2</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 lab course will take the place of the Advanced Labs I and II which are being removed from our programs for reasons described in the justifications for program change in the ACS certified programs in Chemistry and Biochemistry.

Prerequisite(s): Pre-requisites: CHEM 3521 and 3522, or consent of instructor

Present or Projected Enrollment: (Students per year) Effective Date*: Spring/2008

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

Grading System: ![Check] Letter Grade  ![Box] Pass/Fail  ![Box] Other

Approval:

Department Chair: [Signature]  Date: 1/17/07

Department Chair (if cross listed): [Signature]  Date: 1/19/07

Dean of College: [Signature]  Date: [Signature]

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

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: 03/01/07

Chair, Committee on Graduate Studies: [Signature]  Date: [Signature]

Vice President for Academic Affairs: [Signature]  Date: [Signature]

Revised 1/09/02
Pre or Co-requisites: CHEM 3521 and 3522, or consent of instructor

In this course, students will demonstrate their understanding of the physical basis and general applications of experimental techniques in physical chemistry. In particular, they will demonstrate their ability in applying the theories from thermodynamics, kinetics, quantum mechanics and spectroscopy to interpret experimental data. They will also learn how to maintain a laboratory notebook – collect data in a professionally acceptable way. Finally, they will demonstrate their ability to communicate their data and results to others.
PHYSICAL CHEMISTRY LABORATORY

CHEMISTRY 3550L (WAC)

Course Outline

This is the first in a series of laboratory courses to familiarize the student with the physical basis and applications of chemical measurements. Activities will be based on optical spectroscopy, thermodynamics, kinetics and computational chemistry. This course has been designated as a writing intensive course for the Writing Across the Curriculum Program (WAC) and will include writing informal and formal laboratory reports and a presentation.

Learning Objectives

The following objectives will be evaluated from the written presentations following each laboratory exercise and two oral presentations (midterm and final).

After successful completion of the course, the student should be able to:

- Design and perform simple experiments (spectroscopy, thermodynamics, kinetics and electronics) to study chemical systems;
- Operate independently and interpret results using common chemical instrumentation and modeling which will be evaluated in written presentations after the completion of each laboratory exercise;
- Use quantum mechanical based theory and software to explore and explain experimental data;
- Communicate scientific ideas effectively.

General Information

Instructor           TBA
Class time           TBA
Textbook             Handouts will be provided.
Office Hours         TBA (Additional office hours can be arranged by appointment.)
Attendance           Required. A student may be awarded a failing grade in the course if more than 30% of activities are missed.
Grades

Your grade will be calculated based on the following components:

**Formal Lab Reports** (4 @ 40 points each) \hspace{1cm} 160 points

**Informal Lab Reports** (4 @ 20 points each) \hspace{1cm} 80 points

**Presentation** \hspace{1cm} 60 points

**Oral Examinations** (2 @ 50 points each) \hspace{1cm} 100 points

**TOTAL** \hspace{1cm} 400 points

**Letter grades**

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<td>65% - 74%</td>
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<tr>
<td>50% - 64%</td>
<td>D</td>
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<td>0% - 50%</td>
<td>F</td>
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</table>

**Writing Lab Reports**

One of the purposes of an advanced laboratory course is to provide experience in writing scientific reports. In accordance with the WAC requirement, we will edit and grade each report. Resubmission of your report may occur if we deem it necessary. Please pay close attention to avoiding calculation errors, since these can ruin the most carefully gathered data. Please visit the library and look at articles from a current issue of the journal, *Physical Chemistry*, to get an idea of the writing style used. To the end of your report, staple photocopies of your lab notebook pages (including calculations) which contain your data and instructor initials. **Please see the sections below on laboratory notebooks and laboratory reports.**

**Policy on Late Laboratory Reports**

The schedule of experiments will be provided after the add-drop period. Formal lab reports are due two weeks after the experiment is completed. Informal laboratory and in-class reports are due one week after the experiment is completed. A 10% per day penalty will be assessed for each day the
report is late. If the report is not turned in by the fifth late day, the laboratory report will not be accepted. It is our policy to administratively withdraw a student from this course with a WF if they fail to turn in more than two laboratory reports within the stipulated time.

**Laboratory Notebook**

A laboratory notebook should provide a permanent record of details in procedure, raw data, observations, calculations and results. The criterion for sound record keeping is that someone else should be able to readily locate and understand the pertinent results for an experiment. Although reasonable legibility and neatness are required to meet this criterion, the utility of a record is determined largely by whether it is original, systematic, and complete, not by whether it is a work of art. The following are guidelines for keeping a proper experimental record:

1. A bound notebook is required for this lab. Numbered pages are required.
2. Enter all data in **ink** as soon as it is taken. Never recopy numbers or use loose sheets of paper. Cancel errors or rejected data by drawing a single line through them. Do not erase or remove pages. Set aside the first two pages of the notebook for a table of contents, which you will organize at the end of the course.
3. Enter data only on the right page of the two facing pages (optional). Use the left side as a scratch sheet for calculations.
4. Clearly label all entries, including the units (e.g. grams). To facilitate direct recording of experimental work, it is helpful to set up a data page for each experiment before coming to the lab.
5. Even if the calculation of final results from the data taken in lab is done at a later time, record these calculations in your notebook for future reference. To avoid errors in the calculations, write out each step of the calculation.

**Report Format**

All reports will be on 8.5 x 11-inch sheets and should be written on a word processor. Students are encouraged to make use of spreadsheet and plotting software in their reports. They are encouraged to plot data as soon as it is obtained, if possible, so that problems may be detected early and not the night before the write-up is due. Sloppy reports will not be graded and will be returned to be rewritten. Correct use of English is expected in all reports. If in doubt about spelling, look the
word(s) up in a dictionary or run a spell checker. Be specific and concise in reports, especially in the introduction and discussion. Do not put reports in fancy binders or folders. Use a single staple in the upper left-hand corner of the report.

Formal Reports

The student will be graded using the following format:

1. **Title**: Title of experiment, together with your name, department, and college should appear on a separate title page which is not counted in the 10-page limit.

2. **Abstract**: A one-paragraph (five to 10 sentences) abstract must be included on the lower half of the title page. The purpose of the experiment should be stated and the results summarized.

3. **Introduction**: Outline the theory of the experiment; use schematics when possible. The line of reasoning upon which the experiment is based must be presented in a careful and logical manner.

4. **Experimental**: A brief but descriptive outline or statement of the procedure should be included. Emphasize any changes of the procedure prescribed in the experiment handout. A neat sketch of the apparatus is useful. Label all parts of the drawing.

5. **Data**: Organize the data carefully into tables and/or graphs where appropriate. Include with every numerical entry an estimate of its uncertainty and the units. When several determinations are made of the same quantity, the standard deviation of the average should be used to indicate uncertainty. A spreadsheet and plotting program **must be used** for the graphs.

6. **Calculations and Results**: One example of each calculation should be given. Each result should be accompanied by an estimate of its uncertainty (standard deviation). For replicate determinations, the final value of each sample can be calculated, the results averaged and the standard deviation can be calculated. Alternatively, an uncertainty may be estimated by propagating the uncertainties with the raw data. Learning to estimate errors and see how they propagate through the calculations into the final result is one of the most important aspects of this laboratory experience. For linear data, use least-squares analysis when appropriate.

7. **Discussion with error analysis**: Discuss how the results correlate to the theory presented in the introduction. From the statistical analysis data, discuss the significance of the results obtained. Consider whether the precision of the results is reasonable for the particular method of analysis. Describe any potential sources of determinate or systematic error.
Informal Reports

Informal reports must not exceed 5 total pages.

1. **Title:** Title of experiment, together with your name, department, and college should appear on a separate title page which is not counted in the 5-page limit.

2. **Abstract:** A one-paragraph abstract must be included on the lower half of the title page. In the abstract, you must briefly state the purpose of the experiment and summarize your findings. This paragraph should be limited to no more than five sentences.

3. **Data:** Organize the data carefully into tables and/or graphs where appropriate. Include with every numerical entry an estimate of its uncertainty and the units. For replicate determinations, the final value of each sample can be calculated, the results averaged and the standard deviation can be calculated. You must use a spreadsheet and plotting program for the graphs. **No hand-drawn graphs will be accepted.**

4. **Calculations and Results:** One example of each calculation should be given. Deviation of experimental results from theoretical data should be presented. **A detailed error analysis is not required for these reports.**

5. **Discussion:** Discuss how the results correlate to the theory presented in the introduction.

**Policy on cheating**

Occurrences of cheating are rare. However, cheating by one individual raises questions about fairness for the rest of the class, and indeed, endangers the honor code that governs our examination system. It is after considerable thought and agonizing that I have arrived at the following formula. If an individual cheats on a report for the first time, he/she will obtain a score of zero for that particular report. If an individual is caught cheating a second time during the semester, he/she will receive a grade of F for the entire course.
# CHEM 3550L

**Tentative Lab Schedule**

Unless otherwise indicated, please meet in the Advanced Laboratory.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Activity</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10, 12</td>
<td>Introduction; Error Analysis</td>
<td>None</td>
</tr>
<tr>
<td>January 19, 24</td>
<td>Speed of Light (Pulsed Laser System)</td>
<td>Informal</td>
</tr>
<tr>
<td>January 26</td>
<td>Brownian Motion</td>
<td>Formal</td>
</tr>
<tr>
<td>February 7, 9</td>
<td>NMR Relaxation</td>
<td>Informal</td>
</tr>
<tr>
<td>February 14, 16</td>
<td>Spectra of HCl-DCI</td>
<td>Formal</td>
</tr>
<tr>
<td>February 21, 23, 28</td>
<td>Particle in a box – UV spectra of dyes</td>
<td>Informal</td>
</tr>
<tr>
<td>February 28</td>
<td>Overview of Experiments in Rotation 1</td>
<td>None</td>
</tr>
<tr>
<td>March 2, 7, 9</td>
<td><strong>Rotation 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calorimetry (Bomb Calorimeter)</td>
<td>Formal</td>
</tr>
<tr>
<td></td>
<td>Stopped-flow Kinetics (Dr. Hansen’s Laboratory, 2110)</td>
<td>Informal</td>
</tr>
<tr>
<td></td>
<td>Enthalpy of vaporization of water</td>
<td>Formal</td>
</tr>
<tr>
<td>March 14, 16</td>
<td>Midterm (Oral Examination)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analytical Laboratory, TLC 3-115</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approximately 30 minutes each</td>
<td></td>
</tr>
<tr>
<td>March 21, 23</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>March 28</td>
<td>Molecular Modeling using Spartan</td>
<td>Informal</td>
</tr>
<tr>
<td>March 30</td>
<td><strong>HONORS DAY (NO LABS)</strong></td>
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<tr>
<td>April 4,6</td>
<td><strong>Rotation 2</strong></td>
<td></td>
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<tr>
<td></td>
<td>Inversion of sucrose (Dr. Boatright)</td>
<td>Informal</td>
</tr>
<tr>
<td></td>
<td>Velocity of light (UHV-laser lab)</td>
<td>Informal</td>
</tr>
<tr>
<td>April 11, 13</td>
<td>Phase Diagrams</td>
<td>Informal</td>
</tr>
<tr>
<td>April 18, 20</td>
<td><strong>PRESENTATIONS</strong></td>
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<tr>
<td>April 25, 27</td>
<td>Final (Oral Examination)</td>
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<td></td>
<td>Analytical Laboratory, TLC 3-115</td>
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<tr>
<td></td>
<td>Approximately 30 minutes each</td>
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</table>

**References (available with your instructors)**

Experiments in Physical Chemistry, by Shoemaker, Garland and Nibler
Course or Program Addition, Deletion or Modification Request

Department: Chemistry  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CHEM Course 4911L Title Advanced Lab I  
Hours: Lecture/Lab/Total 0/4/2

Action

☑ Course  □ Program

☑ Modify  □ Credit  □ Number  □ Title  □ Description  □ Other

☑ 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)

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):

The ACS accredited BS programs in Chemistry and Biochemistry are being restructured and no longer requires this specific course.

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*: Spring / 2008 Term/Year

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

Approval:

Department Chair  
Date  1/17/07

Dean of College  
Date  1/19/07

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 signatures for proposals carrying undergraduate credit only, and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  
Date  3/07/07

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: Chemistry
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: CHEN/Course: 4912L Title: Advanced Lab II

<table>
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<tr>
<th>Action</th>
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</thead>
</table>
| ✔ Course ✔ Program
| ✔ Modify □ Add □ Delete
| ✔ Undergraduate
| □ Graduate
| □ 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)

<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):

The ACS accredited BS programs in Chemistry and Biochemistry are being restructured and no longer requires this specific course.

Prerequisite(s)

Present or Projected Enrollment: (Students per year) Effective Date*: Spring /2008

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
# Course or Program Addition, Deletion or Modification Request

**Department:** Biology / 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>
<th>Hours: Lecture/Lab/Total</th>
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<tr>
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<td>☑ Undergraduate</td>
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<td>☑ Add</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>
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</thead>
<tbody>
<tr>
<td>ISCI</td>
<td>2001</td>
<td>Life / Earth Science</td>
<td>2 / 2 / 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 is an integrative, interdisciplinary approach to the study of life and earth science. It introduces basic concepts and key ideas while providing opportunities for students to learn reasoning skills and a new way of thinking about their environment. The laboratory component of the course allows students to have hands-on experience with scientific ideas and principles. Satisfies area F of Early Childhood Education.

**Prerequisite(s)** MATH 1111 and one Area D Science Course with a lab

**Present or Projected Enrollment:** 300 (Students per year)

**Effective Date:** FALL 2007

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

**Approval:**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Z.</td>
<td>1/30/07</td>
</tr>
<tr>
<td>Dean of College</td>
<td>1/19/07</td>
</tr>
</tbody>
</table>

**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>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, Undergraduate Academic Programs Committee</td>
<td>03/09/07</td>
</tr>
</tbody>
</table>
| Chair, Committee on Graduate Studies | Date

**Vice President for Academic Affairs** Date

Revised 1/09/02
ISCI 2001: LIFE / EARTH SCIENCE

Instructor
E-mail address
Office
Phone
Office Hours
Faculty Contact for GRADES & WebCT LABS & eInstruction

COURSE DESCRIPTION

Prerequisite: MATH 1111 and one Area D Science Course
This course is an integrative, interdisciplinary approach to the study of life and earth science. It introduces basic concepts and key ideas while providing opportunities for students to learn reasoning skills and a new way of thinking about their environment. The laboratory component of the course allows students to have hands-on experience with scientific ideas and principles. Satisfies Area F of Early Childhood Education.

COURSE RATIONALE

ISCI 2001 is required for all students seeking certification in early childhood education

LEARNING OUTCOMES

After successful completion of this course, students should be able to:
• Analyze an experiment in terms of the scientific method.
• Compare the major groups of biologically important organic compounds with respect to their chemical composition & function.
• Compare and contrast prokaryotic & eukaryotic cells.
• Summarize the processes of cellular respiration, photosynthesis, mitosis, DNA replication, transcription, and translation.
• Solve genetics problems involving monohybrid & dihybrid crosses.
• Explain the concept of biological (Darwinian) evolution.
• Compare and contrast bacteria, Archaeans, protists, plants, fungi, and animals with respect to diversity.
• Discuss the structure and function of the following organ systems: nervous, endocrine, reproductive, circulatory, respiratory, and digestive.
• Discuss the various types of species interactions.
• Explain how energy and nutrients move through ecosystems.
• Define biodiversity and explain why it is vital to human welfare.
• Describe the Earth’s internal layers.
• Discuss the theories of continental drift and plate tectonics.
• Distinguish between various types of minerals on the basis of their physical properties.
• Compare and contrast igneous, sedimentary, and metamorphic rocks.
• Describe the types of stresses produced by the movement of tectonic plates and distinguish between folds and faults.
• Describe the hydrologic cycle.
• Discuss the physical processes that sculpt the Earth’s surface.
• Distinguish between weather and climate.
• Explain how solar radiation, atmospheric pressure, ocean currents, and the distribution of land and water contribute to weather.
• Discuss Earth’s history as it relates to the geologic time scale.
• Describe the structure of our solar system and distinguish between the inner and outer planets.
• Compare and contrast asteroids, comets, and meteoroids.
• Discuss the life cycle of a star.
• Explain the significance of the Big Bang Theory.

COURSE MATERIALS

• eInstruction handheld remotes (will be distributed to you in class).

Remotes will need to be activated (for a fee) the first week of classes.

ATTENDANCE POLICY

Unannounced quizzes will be given periodically throughout the semester. Any missed quiz is recorded as a zero. You may not make up a quiz. Thus, you need to be in class each and every day!

EVALUATION

Lecture exams (5)* 74% of final grade
Lecture quizzes# 13% of final grade
Laboratory# 13% of final grade

A = 100 – 90%
B = 89 – 80%
C = 79 – 70%
D = 60 – 60%
F = below 60

* You must bring a picture ID.
* You must purchase scantron form # 229633 (bookstore)
#Bring a calculator and your handheld remote to all classes, labs & exams
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Laboratory Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Cell</td>
<td>Cellular Transport</td>
</tr>
<tr>
<td>2</td>
<td>Genetics</td>
<td>Mendelian Genetics</td>
</tr>
<tr>
<td>3</td>
<td>The Evolution of Life</td>
<td>Understanding Darwin</td>
</tr>
<tr>
<td>4</td>
<td>Biological Diversity</td>
<td>Classifying Living Things</td>
</tr>
<tr>
<td>5</td>
<td><strong>EXAM 1</strong> (Chapters 15-18)</td>
<td>The Amazing Senses</td>
</tr>
<tr>
<td>6</td>
<td>Animal Biology I – Control &amp; Development</td>
<td>The Circulatory System</td>
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<tr>
<td>7</td>
<td>Animal Biology II – Care &amp; Maintenance</td>
<td>The Respiratory System</td>
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<tr>
<td>8</td>
<td>Ecosystems &amp; Environment</td>
<td>Prey vs. Predators</td>
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<tr>
<td>9</td>
<td><strong>EXAM 2</strong> (Chapters 19-21)</td>
<td>Plate Tectonics &amp; Seafloor Mapping</td>
</tr>
<tr>
<td>10</td>
<td>Plate Tectonics</td>
<td>Minerals &amp; Rocks</td>
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<tr>
<td>11</td>
<td>Minerals &amp; Rocks</td>
<td>Soils</td>
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<tr>
<td>12</td>
<td>Earth’s Surface – Land &amp; Water</td>
<td>Water &amp; Water Testing</td>
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<td>13</td>
<td><strong>EXAM 3</strong> (Chapters 22-24)</td>
<td>Solar Energy</td>
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<td>14</td>
<td>Weather &amp; Climate</td>
<td>Earth’s History</td>
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<td>15</td>
<td>Earth’s History</td>
<td>The Solar System</td>
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<td>The Universe</td>
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</table>
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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<tr>
<th>Prefix</th>
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<th>Title</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)

Geographic Information Systems Minor

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</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):

Please see the attachment.

Prerequisite(s)

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

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

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

Approval:

Department Chair  12-06-06  
Dean of College  DEC 19 2005

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
MINOR IN GEOGRAPHIC INFORMATION SYSTEMS

REQUIREMENTS FOR THE MINOR
In order to diversify the department’s degree offerings and to provide formal, systematic training in Geographic Information Systems (GIS) for students pursuing other Geography degree concentrations or majors in the university, the Department of Geosciences proposes a Minor Degree in Geographic Information Systems.

REQUIREMENTS FOR THE MINOR
Students pursuing a BS Degree in Geography with a concentration in Geographic Information Systems may not earn the minor.

<table>
<thead>
<tr>
<th>Required</th>
<th>12</th>
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<tbody>
<tr>
<td>GEOG 4553 Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4564 Introduction to Image Processing</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4753 Advanced GIS and Spatial Analysis</td>
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<th>3-4</th>
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<tbody>
<tr>
<td>GEOG 4554 Computer Cartography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4562 Airphoto Interpretation and Photogrammetry</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4086 Internship</td>
<td>3</td>
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<tr>
<td>GEOG 3563 Introduction to Remote Sensing</td>
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Total | 15 |
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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</table>

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 3643  Atlanta's Geographies  3 / 0 / 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):

This course examines the geographic dimensions of the city of Atlanta and its metropolitan region. Students will gain an understanding of the historical, urban, social, economic, political, and physical patterns and processes shaping the city and metro area at different geographic scales: at the local and metro scales, the city's growth and internal structure; at the regional scale, the city's role in the American South; and at the national and global scales, the city's dynamic position in wider urban, economic, and social systems.

Prerequisite(s) GEOG 3643 or consent of the instructor.

Present or Projected Enrollment: 25  (Students per year)  Effective Date*: Fall 2007  Term/Year

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

Approval:

Department Chair  Date
DEC 19 2006

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 or Program Addition, Deletion or Modification Request

Department: Physical Education & Recreation

College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	B.S. in Recreation (Sport Management)

<table>
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<tr>
<th>Action</th>
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<td>☑ Modify	☐ Add	☐ Delete</td>
<td>☑ Undergraduate	☐ Graduate	☐ Other*</td>
<td>☑ Every Term	☐ Yearly	☐ 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)

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)

*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:

Deborah Junk	2/12/07
Department Chair

Irmgard Os Caslin	1/13/2007
Dean of College

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

Chair, Undergraduate Academic Programs Committee	03/07/07
Chair, Committee on Graduate Studies

Vice President for Academic Affairs	Date

Revised 1/09/02
Modification to Admission/Retention Requirements

Rationale
The current process for admission to sport management is nebulous at best. The proposed document provides clear criteria and a timeline for admission into Sport Management. It is designed to formalize this process for students, faculty, and advisors. The formalization of this process will allow the opportunity for faculty and advisors to work more effectively and efficiently with our students toward degree completion in four years.
Modification of Program Sheet

Rationale
The sport industry is a dynamic, business environment that requires well-trained professionals prepared to make a significant contribution. Competition for entry level positions in sport is intense. In order to best prepare students to compete for entry level positions in the business side of sport and to seek compliance with the guidelines set out by the North American Society for Sport Management (NASSM), the sport management faculty are proposing the following changes to the sport management option:

Proposed Changes to Program Sheet

- The elimination of the Sport Studies Option for SPMG majors in order to encourage students to pursue minors more in line with the managerial aspects of sport.
- No longer require SPMG 3670 Practicum in order to provide curriculum space to formalize the internship program through the addition of SPMG 4584 Pre-Internship Seminar in Sport Management which is designed to teach students about application materials, interviewing, internship policies and procedures and other professional development skills. Further, students in this course will have the opportunity to interact with industry professionals who will be speaking in class to discuss internships as well as entry level employment opportunities.
- Modify SPMG 3660 to comply with NASSM Standards 5 (Ethics) and 11 (Governance)
- Add SPMG 4680 Applied Research Methods in Sport Management
- Add SPMG 4584 Pre-Internship Seminar in Sport Management
Admission/Retention Requirements
(Program Notes)
CURRENT

I. Areas “A” through “E”
   a. Student must complete 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 the Department Appeals Committee.
PROPOSED

See attached form:
Application for Admission to the Sport Management program
B.S. in Recreation

In order to be admitted to the sport management program, students must meet the following criteria:

**Current UWG Students**
- Minimum overall GPA of 2.5
- Successful completion of Areas A-E
- Successful completion of 15 of the 18 hours in Area F. This includes SPMG 2600 that must be passed with a grade of C or better.
- Successful completion of the Regents Reading and Writing Exams

**Transfer Students**
- Transfer students will be admitted to the sport management program once they have met the criteria for current UWG students.
- Transfer students who lack up to two courses in Areas A-E may take SPMG 2600 Introduction to Sport Management concurrently with SPMG 3661 Sociology of Sport and SPMG 3665 Communication in Sport during their first semester at UWG in addition to the one or two courses they lack in Areas A-E.

Applications for admission to the sport management program are to be delivered by hand as a hard copy to the academic advisor for sport management no later than the following deadlines:
- Spring Semester Admission: October 15, 5:00 p.m.
- Summer Semester Admission: March 15, 5:00 p.m.
- Fall Semester Admission: July 15, 5:00 p.m.

I. Areas A through E
Students must complete all of the Area A-E requirements prior to taking courses from the professional content area. Transfer students who lack up to two courses in Areas A-E may take specified courses concurrently during their first semester of enrollment at UWG.

II. Area F
Students must complete at least 15 of the 18 hours required in Area F prior to taking professional content courses. This includes SPMG 2600 Introduction to Sport Management that must be passed with a grade of C or better.

III. Professional Content Courses
a. Students must have a minimum overall GPA of 2.5 in order to enroll in any professional content courses.
b. Students must complete all professional content courses with a grade of C or better.
c. Students must maintain a minimum overall GPA of 2.5 while in the junior and senior years.
d. In order to enroll in the internship and graduate from the program, students must have a minimum overall GPA of 2.5.
e. In order to enroll in the internship, students are expected to have completed all other professional courses (professional content and related content). Under exceptional circumstances (death of a family member, major illness, etc.), a student may be granted a one course exception.
f. In order to graduate, students must complete the internship with a C grade or higher and meet all other requirements.
g. Students may appeal admission, retention, and application to intern decisions through the College of Education appeals committee.

IV. Related Content

Students should work cooperatively with their academic advisor to select a university approved minor to complete the program. Students must declare their minor and be advised regarding that minor by an advisor from the college where the minor is housed. Recommended minors include the following:

- Accounting
- Business Administration
- Creative Writing
- Economics
- English
- Finance
- Management
- Marketing
- Mass Communications
- Pre-Law
- Psychology
- Sociology
UNIVERSITY OF WEST GEORGIA
COLLEGE OF EDUCATION
APPLICATION FOR ADMISSION TO SPORT MANAGEMENT
B.S. IN RECREATION

In order to be admitted to the sport management program, students must meet the following criteria:

Current UWG Students
- Minimum overall GPA of 2.5
- Successful completion of Areas A-E
- Successful completion of 15 of the 18 hours in Area F. This includes SPMG 2600 that must be passed with a grade of C or better.
- Successful completion of the Regents Reading and Writing Exams

Transfer Students
- Transfer students will be admitted to the sport management program once they have met the criteria for current UWG students.
- Transfer students who lack up to two courses in Areas A-E may take SPMG 2600 Introduction to Sport Management concurrently with SPMG 3661 Sociology of Sport and SPMG 3665 Communication in Sport during their first semester at UWG.

Applications for admission to the sport management program are to be delivered by hand as a hard copy to the academic advisor for sport management no later than the following deadlines:
  - Spring Semester Admission: October 15, 5:00 p.m.
  - Summer Semester Admission: March 15, 5:00 p.m.
  - Fall Semester Admission: July 15, 5:00 p.m.

Name

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Student ID#</th>
</tr>
</thead>
</table>

University/Present Address

Permanent Mailing Address

Phone Number Email (my.westga.edu)

Seeking: Fall / Spring / Summer admission Minor
(Circle One) Year

FORMS TO BE ATTACHED

- TRANSCRIPT (BANWEB COPY)
- RESUME

Student Signature Date

TO BE COMPLETED BY DESIGNATED OFFICIAL

Overall GPA UWG Hours Transfer Hours

______ Student has successfully completed Area A-E requirements
______ Student has successfully completed 15 of the 18 hours in Area F (including SPMG 2600 with a grade of C or better)
______ Student has passed the Regents Reading Exam
______ Student has passed the Regents Writing Exam

Designated Official Signature Date

Approval Yes No

Revised 1/2007
# 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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<th>CORE CURRICULUM</th>
<th>Hrs</th>
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<td>SPMG 3663 Sport Facility &amp; Event Mgt</td>
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<td>SPMG 3664 Economics &amp; Finance in Sport</td>
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*Requires Admission to Sport Management  
(See back of this sheet)

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Student Signature: ___________________________  
Date: ___________________________

Advisor Signature: ___________________________  
Date: ___________________________

College of Education  
University of West Georgia  
PER  
Effective Spring 2007  
Effective Spring 2007
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

Effective Spring 2007
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)

Effective Spring 2007
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

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<td>See College of Education Advisor for recommendations in</td>
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</table>

\(^1\)Or equivalent skills, e.g., substitute course, exempt by exam, etc. An elective must be taken if equivalent skills are demonstrated.

\(^2\)Requires admission to SPMG major

\(^3\)See catalog. Students must declare their minor and be advised regarding that minor by an advisor from the college where the minor is housed.

Student Signature: ___________________________________________ Date: __________________________

Advisor Signature: ___________________________________________ Date: __________________________

College of Education
University of West Georgia

PER
Effective Spring 2007

Effective Fall 2007
# SPORT MANAGEMENT CURRICULUM

**Sophomore Year (Fall or Spring)**

- SPMG 2600  Intro to Sport Management (3)

**Junior Year (Fall)**

- SPMG 3660 Managerial Ethics & Gov (3)
- SPMG 3665 Communication in Sport (3)
- SPMG 3664 Econ & Finance in Sport (3)
- Related Content (3)

**Junior Year (Spring)**

- SPMG 3661 Sociology of Sport (3)
- SPMG 3663 Sport Facility & Event Mgt. (3)
- SPMG 3662 Management and Leadership (3)
- SPMG 4665 Sport Marketing & Promo (3)
- Related Content (3)

**Senior Year (Fall)**

- SPMG 4667 Legal Issues (3)
- SPMG 4680 Applied Research Methods (3)
- SPMG 4584 Pre-Internship Seminar (3)
- Related Content (3)

**Senior Year (Spring)**

- SPMG 4686 Internship (12)
- Related Content (3)

---

Effective Fall 2007
Course or Program Addition, Deletion or Modification Request

Department: Physical Education & 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>
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<tbody>
<tr>
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</table>

Action

- □ Modify
- □ Credit
- □ Number
- □ Title
- □ Description
- □ Other

- ✔ Course
- □ Program

- □ 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)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
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<tr>
<td>SPMG</td>
<td>4584</td>
<td>PRE-INTERNSHIP SEMINAR IN SPORT MANAGEMENT</td>
</tr>
</tbody>
</table>

3 / 0 / 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):

This course is designed to prepare the student to make the transition from student to professional in Sport Management. Topics for discussion will include the following: internship selection, application materials, interviewing skills, job search, salary negotiation, and other professional issues. Mentoring during the internship search process will be provided.

Prerequisite(s) Admission to Sport Management; to be taken in the semester preceding the internship or by permission of instructor

Present or Projected Enrollment: 75 (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: July 21, 2007

Dean of College: October 21, 2007

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: July 2007

Chair, Committee on Graduate Studies: July 2007

Vice President for Academic Affairs: July 2007

Revised 1/09/02
Adding SPMG 4584 Pre-Internship in Sport Management

Course Description
This course is designed to prepare the student to make the transition from student to professional in Sport Management. Topics for discussion include the following: internship selection, application materials, interviewing skills, job search, salary negotiation, and other professional issues. Mentoring during the internship search process will be provided.
Prerequisites: Admission to Sport Management; to be taken in the semester preceding the internship or by permission of instructor

Rationale
This course will provide several benefits to students and will strengthen the sport management program. First, students will receive formal instruction and practice in several professional development activities. Some of these include preparation of cover letters and resumes, interviewing, and the job search process. Second, students will be mentored through the process of identifying an appropriate internship site, and can have regular feedback on concerns and issues related to this process.

This course will strengthen the program in a number of ways. First, the faculty can more efficiently and effectively administer the internship program through this more formalized process. This increased formalization will provide quality control for all facets of the internship program. Second, this course will provide a regular forum for industry representatives to visit the campus and meet with our students, discuss their respective internship offerings, and provide students with the opportunity to have quality interaction with sport industry practitioners. Finally, through this regular forum, the faculty will be able to develop stronger ties with practitioners; thus, the University of West Georgia can improve its reputation and salience within the sport industry.
SPMG 4584

Pre-Internship Seminar in Sport Management

Semester Hrs.  3

Semester/ Year:

Instructors:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:  678-839-6195

Communication: The official communication method to students is through campus email (myUWG). WebCT will be an information outlet for this course. Students are expected to regularly check the site in order to track grades, read announcements, and receive additional course materials.

COURSE DESCRIPTION

Prerequisite(s): Admission to Sport Management; to be taken in the semester preceding the internship or by permission of instructor

This course is designed to prepare the student to make the transition from student to professional in Sport Management. Topics for discussion include the following: internship selection, application materials, interviewing skills, job search, salary negotiation, and other professional issues. Mentoring during the internship search process will be provided.

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. The College assumes responsibility for preparing industry professionals who can positively influence their organizations through 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 industry professionals who are prepared to improve their organizations through strategic change.
The mission of the Sport Management program within the College of Education is to develop professionals who are prepared to function effectively in diverse professional 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, and principles or propositions 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. Describe the policies and procedures of the sport management internship
   *(Knowledgeable)*
   *(Internship Manual)*

2. Develop and complete and appropriate application materials
   *(Decision-Makers, Leaders, Life Long Learners, Adaptive, Collaborative, Knowledgeable, Proactive)*
   *(Yate, M., 2007; Cuneen, J. & Sidwell, M.J., 2003)*

3. Develop an effective plan for seeking employment, including internet usage
   *(Decision-Makers, Proactive, Reflective)*
   *(Yate, M., 2007)*

4. Prepare for and solicit formal professional interviews
   *(Decision-Makers, Proactive, Reflective)*
   *(Yate, M., 2007; Cuneen, J. & Sidwell, M.J., 2003)*

5. Contact and effectively interview for sport management internship opportunities
   *(Decision-Makers, Proactive, Reflective)*
   *(Yate, M., 2007; Cuneen, J. & Sidwell, M.J., 2003)*

6. Begin to make the transition from student to intern to professional
   *(Life Long Learners, Proactive, Reflective)*
   *(Switzer, H.F. & King, M.A., 1999)*

7. Secure an internship at an approved site
   *(Decision Makers, Leaders, Knowledgeable)*
   *(Internship Manual)*

**TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text:**
Additional readings as assigned

Additional References:


ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

Daily Quizzes (6 Quizzes; 15 points each)
- Review the lecture/discussion content from the previous class meeting
- Format: true/false, multiple choice, short answer
- Course Objectives: 1, 2, 3, 4, 5

Introductory Writing Assignment (Due Week 2; 25 points)
- Students will write a 1-2 page reflective paper discussing the following:
  - Their interest in the sport industry
  - 3-, 5-, 10-year goals: professional, educational, personal (should the student choose to share these)
  - Students will outline a plan for achieving these goals and how their internship fits into the plan.
- Course Objective: 6

Mock Interview (Week 3, Week 4; 25 points)
- Each student will have the opportunity to be interviewed by a sport industry professional. Interviewers will evaluate each student’s performance in the interview based upon the talking points from the lecture on interviewing strategies. In addition, the interviewer will provide the student with feedback on his/her application materials.
- Course Objective: 4

Application Materials (Week 3, Week 4; 85 total points)
- Students will construct a properly formatted cover letter, resume, and list of references that would be adapted and submitted for internship and job opportunities.
- Course Objective: 2

Job Search (Week 8, 50 points)
- Students are required to conduct a preliminary job search in order to prepare them for this process once they get into their internship. Students will be required to examine
online as well as print resources. In addition to job/post baccalaureate internships, students may examine graduate and professional schools. Students will submit the job search packet to the instructor.

- Course Objective: 3

Site Critiques (Week 14; 50 total points)

- Students are required to visit at least two (2) potential internship sites in order to expose themselves to a variety of internship opportunities. Following the site visit, students will complete a form discussing internship opportunities at that site.
- Course Objectives: 5, 7

Evaluation Procedures/Grading Policy:

The grading scale is as follows:

- A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, F = 59% and below.
- A = 405-450, B = 360-404 C = 315-359 D = 270-314 F = 269 Below

The grading is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Quizzes (6, 15 points each)</td>
<td>90</td>
</tr>
<tr>
<td>Introductory Writing Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Resume (List of References)</td>
<td>45</td>
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<tr>
<td>Cover Letter</td>
<td>40</td>
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<tr>
<td>Mock Interview</td>
<td>25</td>
</tr>
<tr>
<td>Job Search</td>
<td>50</td>
</tr>
<tr>
<td>Site Critiques (2, 25 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Professionalism</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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</table>

ATTENDANCE/TARDINESS POLICY

Students are expected to attend all class meetings, arriving on time and remaining until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

a. Death or major illness in a student’s immediate family
b. Participation in legal proceedings or administrative procedures that require a student’s presence
c. Religious holy day
d. Illness that is too severe or contagious for the student to attend class (as determined by a physician).
e. Required participation in military duties
f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled
g. Official representation of the University of West Georgia (athletic team, debate team, etc.)

CLASS POLICIES
1. All assignments must be typed or word processed.
2. All assignments are due at the beginning of class. Assignments turned in after the start of class are late and will be penalized 25% for each literal day that it is late. If a student is unable to attend class on the day an assignment is due, it is his/her responsibility to make arrangements to turn the assignment in to the instructor before class time on the due date or to send with a trustworthy classmate.
3. 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. Assignments that do not demonstrate appropriate writing skills (content and mechanics) will be returned to the student for revision and resubmission. Students will have one week to revise the assignment, and are encouraged to visit the UWG Writing Center for help. Once the assignment is resubmitted, credit will begin at 80%.
4. No extra credit is available for this course.

PROFESSIONALISM
This course is one of the final steps in the preparation of a professional Sport Manager; therefore, it is imperative that the student conduct themselves as professionals.

Students are expected to come to class prepared and ready to contribute to the topics of discussion for that day. Students are expected to be respectful of the experiences and opinions of others and to enhance the learning environment.

Students should take care to ensure that cell phones, pagers, and other electronic devices are turned off during class.

In this class, the instructor is interested in class contribution rather than just participation. Participation is social interaction—talking, sharing, taking part. Contribution goes beyond the social and invites intellectual involvement, the sharing of knowledge, and the construction of knowledge. Contribution assists others in the quest for knowledge and understanding.

CLASS OUTLINE

<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Outline</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction: Syllabus, Guidelines, Resumes, Cover Letters</td>
</tr>
<tr>
<td>Week 2</td>
<td>Interviewing Skills, Introductory Assignment Peer Review: Cover Letter, Resume, List of References Introductory Assignment Due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Mock Interviews Application Materials Due</td>
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<tr>
<td>Week 4</td>
<td>Mock Interviews Application Materials Due</td>
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<tr>
<td>Week 5</td>
<td>Site Supervisors</td>
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<td>Week 6</td>
<td>Site Supervisors</td>
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<tr>
<td>Week 7</td>
<td>Site Supervisors</td>
</tr>
<tr>
<td>Week 8</td>
<td>Job Search Strategies</td>
</tr>
</tbody>
</table>
| Week 9  | Salary Negotiation  
Job Search Due |
| Week 10 | Sexual Harassment, Legal Role of the Intern |
| Week 11 | Networking |
| Week 12 | Maintaining Business Relationships |
| Week 13 | Cross-Cultural Etiquette |
| Week 14 | Basic Business Dining & Special Dining Events |
| Week 15 | Internship Informal Presentations  
Site Critiques Due |
| Week 16 | Final Exam |

**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 *UIWG 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.

**Americans with Disabilities Act (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is 678.839.6428, and the fax number is 678.839.6429.

**Plagiarism & Academic Integrity**

As commonly defined, "plagiarism" consists of passing off as one's own, the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist
destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the University of West Georgia Student Handbook under the section Rights & Responsibilities.

The display of academic integrity is crucial to fostering of an effective learning environment. As such, each member of the University of West Georgia has the responsibility of maintaining an environment free from academic dishonesty of any kind. Failure to display the utmost integrity in academic pursuits, generally, and assignments for this class, specifically, will carry swift and direct penalties.
Course or Program Addition, Deletion or Modification Request

Department: Physical Education & 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>
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<td>Other</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>
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<tr>
<th>SPMG 4690</th>
<th>APPLIED RESEARCH METHODS IN SPORT MANAGEMENT</th>
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<tbody>
<tr>
<td>Prefix</td>
<td>Course</td>
</tr>
<tr>
<td>SPMG</td>
<td>4690</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):

This course introduces students to the concepts and processes of research. Both quantitative and qualitative methodologies are discussed. Students will become informed consumers of research and thus develop and understanding of how to integrate research into decision making. Students will develop skills to conduct their own research related to the operation of sport organizations.

Prerequisite(s)  Admission to Sport Management

Present or Projected Enrollment: 40-60 (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: [signature]  Date: 2/13/07

Department Chair (if cross listed): [signature]  Date:

Dean of College: [signature]  Date: 2/13/07

Dean of College (if cross listed): [signature]  Date:

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

Chair, Undergraduate Academic Programs Committee: [signature]  Date: 03/07/07

Chair, Committee on Graduate Studies: [signature]  Date:

Vice President for Academic Affairs: [signature]  Date:

Revised 1/09/02
Adding SPMG 4680 Applied Research Methods in Sport Management

Course Description
This course introduces students to the concepts and processes of research. Both quantitative and qualitative methodologies are discussed. Students will become informed consumers of research and thus develop an understanding of how to integrate research into decision-making. Students will develop skills to conduct their own research related to the operation of sport organizations. Prereq: Admission to Sport Management

Rationale
Currently, there is not a research course in sport management, yet an understanding of research is vital to today's sport manager. The proposed course provides an overview of research related to the practice of sport management. The development of empirical research skills as well as an ethos of intellectual inquiry will benefit students in their professional positions. Not only do these skills make industry professionals better consumers of research, but students are also better equipped to provide cogent justification for their respective policy preferences, thus making them more efficient stewards of fiscal and human resources. This course also will prepare students for the rigors of graduate-level study in either MBA or M.S. programs.
SPMG 4680

APPLIED RESEARCH METHODS IN SPORT MANAGEMENT

Semester Hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

Prerequisite(s): Admission to Sport Management

This course introduces students to the concepts and processes of research. Both quantitative and qualitative methodologies will be discussed. Students will become informed consumers of research, and, thus, develop an understanding of how to integrate research into decision-making. Students will develop skills to conduct their own research related to the operation of sport organizations.

CONCEPTUAL FRAMEWORK

The conceptual framework for the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. The College assumes responsibility for preparing industry professionals who can positively affect organizational performance. 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 industry professionals who are prepared to improve industry through strategic change.

The Mission of the Sport Management Program is to develop professionals who are prepared to function effectively in diverse organizational settings with competencies that are instrumental to planning, implementing, assessing, and reevaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework. 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. learn about the purpose of research, the ethical challenges extant in research, and the various policies and procedures in place today to compel ethical research;
   *(Decision Makers; Leaders; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Proactive)*
   (Babbie, 2007; Gratton & Jones, 2004; Neumann, 2006, Trochim, 2001)

2. become better consumers of research by learning the process and mechanics of scientific inquiry thus being better able to delineate between the various levels of quality in published studies;
   *(Decision Makers; Leaders; Life Long Learners; Adaptive; Knowledgeable; Proactive)*

3. gain knowledge of and experience in the use of the technological tools of data analysis;
   *(Decision Makers; Leaders; Life Long Learners; Knowledgeable; Proactive; Reflective)*
   (Babbie, 2007; Elliott & Woodward, 2007; Green & Salkind, 2005)

4. develop an appreciation for how research can be used to inform managerial decision making and develop/maintain an organization’s competitive advantage in the marketplace; and
   *(Decision Makers; Leaders; Life Long Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective)*
   (Babbie, 2007; Bacharach, 1989; Campbell & Stanley, 1963; Neumann, 2006)

5. utilize applied research methods to answer research questions related to organizational challenges within the sport industry.
   *(Decision Makers; Leaders; Life Long Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective)*
   (Babbie, 2007; Campbell & Stanley, 1963; Fields, 2002)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

**Required Text**


**Recommended Text**

Knowledge and Research References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments

1. **NCI-NHI Human Participants Protections Certificate (100 points)**
   Students will complete a free web-based course offered by the U.S. National Institutes for Health via the National Cancer Institute. This program provides information about the rights and welfare of human participants in research. This course satisfies the NIH human subjects training requirement for obtaining federal funds. At the completion of the exam, students will print a certificate of training completion. **Course objectives:** 1, 2

2. **Literature Search and Critiques (50 pts each)**
   Students will search for and summarize two published articles of research on a topic of their interest. In addition to their summaries, students will be expected to critique the article with respect to its research questions, methodology, population/sample, and conclusions. It shall be recommended that the students utilize these literature reviews to support and make progress on their project proposals. **Course objectives:** 2, 4
3. SPSS Assignments (25 points each)
Students will be introduced to the use of SPSS software in conducting quantitative analyses of data. The topics to be covered and competencies students will have to demonstrate through the assignments include: loading and cleaning data, building variables, descriptive statistics, t-tests, ANOVA, and regression. There will be four assignments. Course objectives: 2, 3

4. Project Proposal (100 points)
Student groups will prepare and present a proposal for a research study on an approved topic of their interest within the sport industry context. The proposal will consist of a description of the problem, a brief literature review, population of interest, research design, and implementation timeline. Course objectives: 1, 2, 4, 5

5. Research Presentation (200 points)
Student groups shall make a final presentation of their findings. The format of the final work product shall be a poster presentation. Course objectives: 1, 2, 3, 4, 5

GRADING POLICY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCI-NHI Human Participants Protections Certificate</td>
<td>100</td>
</tr>
<tr>
<td>Literature Search and Critique (2, 50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>SPSS Assignments (4, 25 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Project Proposal</td>
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<tr>
<td>Research Presentation</td>
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<tr>
<td>Quizzes</td>
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<td>Mid-Term Exam</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

CLASS POLICIES

Attendance
Students are expected to attend all class meetings, arriving on time and remaining until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:
   a. Death or major illness in a student’s immediate family
   b. Participation in legal proceedings or administrative procedures that require a student’s presence
   c. Religious holy day
   d. Illness that is too severe or contagious for the student to attend class (as determined by a physician).
   e. Required participation in military duties
   f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled
g. Official representation of the University of West Georgia (athletic team, debate team, etc.)

E-mail
The University, for reasons of protecting your privacy under FERPA, has provided for the following communication policy between University representatives (e.g., faculty) and students. E-mail communication should only be initiated on the student’s MyUWG account. Faculty will only write and respond to the student’s MyUWG account.

General
If you need to leave during a class, alert me BEFORE class begins. Getting up to leave during class can be disruptive. It should also be stated that entering class more than 5 minutes late is looked upon negatively.

Class Decorum
The instructor expects all students to be regular contributors to the learning environment. This means not only that you come to class prepared, but that you are respectful to the instructor, special guests, your classmates, and the educational process generally. Failure to treat others with respect can lead to further disciplinary procedures.

Assignments
There will be many and varied assignments throughout the semester. This can include case studies, papers, major projects, and technical reports. Of course, students will be expected to perform the requisite readings from the text and other resources. Formal policies regarding assignments will be discussed as they are assigned.

Work Credit
No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without the prior permission of the instructor.

Tests & Quizzes
Currently, two exams are planned (mid-term, final). Format will be determined prior to the exam and explained to the student. The instructor also reserves discretion in the administration of quizzes (announced and/or unannounced) for the purposes of evaluating student preparation and content understanding. The number, format, content and dates of exams and quizzes are left to the discretion of the instructor and can be altered from the discussion detailed in this syllabus. Students will always receive adequate notice of any changes regarding exams and announced quizzes.

Extra Credit
The instructor reserves the right to provide extra credit opportunities should any germane to course content be appropriate (e.g., symposia attendance, outside research opportunities, etc.). Extra credit opportunities, if provided, will be made to the entire class. The instructor will not provide extra credit on an individual basis.
Americans with Disabilities Statement (ADA)
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Plagiarism & Honor Code
As commonly defined, "plagiarism" consists of passing off as one's own, the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the University of West Georgia Student Handbook under Rights & Responsibilities.

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. It 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.

CLASS OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Submissions</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro to science, research, and ethics of research</td>
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<td>2</td>
<td>Theory &amp; Research</td>
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<tr>
<td>3</td>
<td>Intro to SPSS</td>
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<td>4</td>
<td>The Meaning of Methodology</td>
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<td>5</td>
<td>Literature Review and Report Writing</td>
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<td>6</td>
<td>Research Design and Measurement</td>
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<td>7</td>
<td>Sampling</td>
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<td>8</td>
<td>Mid-Term &amp; Quantitative Data</td>
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<tr>
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<tr>
<td>9</td>
<td>Survey Research and Non-Reactive Research</td>
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<td>10</td>
<td>Advanced SPSS Analyses</td>
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<td>11</td>
<td>Qualitative Data Collection and Analysis</td>
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<td>12</td>
<td>Field Work: Interviewing/Focus Groups</td>
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<td>13</td>
<td>Historical-Comparative Research</td>
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<td>14</td>
<td>Analyzing Qualitative Data</td>
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<td>15</td>
<td>Group Presentations</td>
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<td>16</td>
<td>Final Exam</td>
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Course or Program Addition, Deletion or Modification Request

Department: Richards College of Business

College: Richards College of Business

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>
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<tbody>
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<td></td>
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<td>☑ Every Term ☐ Yearly ☐ Other</td>
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</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>
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</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):

Modify Richards College of Business requirements for a double major. See attached for change and proposed catalog description.

Prerequisite(s)

Present or Projected Enrollment: (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:

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
1) Current Statement in 2006-07 Undergraduate Catalog (p. 382)

REQUIREMENTS FOR A SECOND MAJOR WITHIN THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

To specify a second major in Business Administration, students must contact the chair of both departments selected. The chair of each department will develop a program of study. A minimum of 18 additional hours in the second major will be required.

2) Proposed Change

REQUIREMENTS FOR A SECOND MAJOR WITHIN THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

To specify a second major in Business Administration, students must contact the chair of both departments selected. The chair of each department will develop a program of study. Students must complete all major and degree requirements for both degrees.

Rationale:

1) Removing the additional 18 hours minimum requirement will make the RCOB double major policy consistent with the rest of the university.
2) The previous standard required a minimum of 141 semester hours to obtain a double major for business students.
3) Recent Association to Advance Collegiate Schools of Business (AACSB) standards make it easier for BBA students to take business courses as electives.
Course or Program Addition, Deletion or Modification Request

Department:  Management  College:  Richards College of Business

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
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<td>☑ Program</td>
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<td>Delete</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)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>/</th>
<th>/</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):

See Attached sheet for Management Information Systems Program Change and Rationale

Prerequisite(s)

Present or Projected Enrollment: 40-50 (Students per year)  Effective Date*: Summer 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  1-31-07  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
Bachelor of Business Administration

2006-2007

Name: ____________________________
ID#: ____________________________

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Core Curriculum</th>
<th>Core Area F Courses</th>
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<tr>
<td><strong>A. ESSENTIAL SKILLS</strong></td>
<td><strong>CIS 3340</strong> 3</td>
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<tr>
<td>ENGL 1101 3</td>
<td>CIS 3350 3</td>
</tr>
<tr>
<td>ENGL 1102 3</td>
<td>CIS 3350 3</td>
</tr>
<tr>
<td>MATH 1111 3</td>
<td>CIS 4310 3</td>
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**B. INSTITUTIONAL PRIORITIES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>COMM 1110 or ENGL/THEA 2050 recommended</td>
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</tr>
<tr>
<td>CS 1020 or LIBR 1101 recommended</td>
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**C. HUMANITIES AND FINE ARTS**

<table>
<thead>
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<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>XIDS 2100, Art 1201, MUSC 1100, or THEA 1100 recommended</td>
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</tr>
<tr>
<td>PHIL 2100 or COMM 1154 recommended</td>
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**D. SCIENCE, MATHEMATICS, & TECHNOLOGY**

<table>
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<th>Credit</th>
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<tbody>
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<td>LAB SCI</td>
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<tr>
<td>NON-LAB SCI</td>
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<tr>
<td>MATH 1413</td>
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**E. SOCIAL SCIENCES**

<table>
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<tbody>
<tr>
<td>HIST 1111 OR 1112</td>
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</tr>
<tr>
<td>HIST 2111 OR 2112</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1101</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1101 or SOCI 1101 recommended</td>
<td>3</td>
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</tbody>
</table>

**NOTES**

(3) Select one of the following: MGMT 4625; ECON 4450; FINC 4521; or MKTG 4866.

(3) At least one Elective must be taken in the RCOB.

January 23, 2007
Management Information Systems

Current

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>CS 2311</td>
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<tr>
<td>CS 3312</td>
<td>2</td>
</tr>
<tr>
<td>ISM 3340</td>
<td>3</td>
</tr>
<tr>
<td>CISM 3350</td>
<td>2</td>
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<tr>
<td>CISM 4310</td>
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<tr>
<td>CISM 4330</td>
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</tr>
<tr>
<td>CISM 4350 or 4355</td>
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<tr>
<td>CISM 4390</td>
<td>3</td>
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<tr>
<td>MGNT 4660</td>
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Proposed

<table>
<thead>
<tr>
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<tr>
<td>CISM 3335</td>
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</tr>
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<td>CISM 3340</td>
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<td>CISM 3350</td>
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<td>CISM 4310</td>
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<td>CISM 4330</td>
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<tr>
<td>MGNT 4660</td>
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</tbody>
</table>

RATIONALE

The following changes are requested to the Management Information Systems Program Sheet.

1. Delete CS 2311 (2 hrs) & CS 3312 (2 hrs) and replace this with CISM 3335 (3 hrs)

2. Change CISM 3350 to a 3 hour course.
# Course or Program Addition, Deletion or Modification Request

**Department:** Management  
**College:** Richards College of Business

**Current course catalog listing:** (for modifications or deletions)  
**Prefix CISM Course:** 3335  
**Title:** Business Programming  
**Hours:** Lecture/Lab/Total: 3 / 0 / 3

<table>
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</tr>
<tr>
<td>□ Modify</td>
<td>□ Graduate</td>
<td>✗ Yearly</td>
</tr>
<tr>
<td>☑ Add</td>
<td>✔ Other*</td>
<td>☐ Other</td>
</tr>
<tr>
<td>☐ Delete</td>
<td>*Variable credit must be explained</td>
<td></td>
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<tr>
<td>□ Number</td>
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<tr>
<td>□ Title</td>
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<tr>
<td>□ Description</td>
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<tr>
<td>□ Other</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>
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<tr>
<th>CISM</th>
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<td>Business Programming</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 introduces students to basic programming applications. Specific discussions include structured programming, object-oriented programming, reading from and writing to sequential access computer files, and developing user-defined subroutines, functions, and modules.

**Prerequisite(s):** CISM 2201

**Present or Projected Enrollment:** 35 (Students per year)  
*For a new course, one full term must pass between approval and effective date.

**Effective Date:** Summer 2007

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

**Approval:**

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Department Chair (if cross listed)</th>
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<table>
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<th>Dean of College</th>
<th>Date</th>
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<th>Date</th>
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</table>

**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).

<table>
<thead>
<tr>
<th>Chair, Undergraduate Academic Programs Committee</th>
<th>Date</th>
<th>Chair, Committee on Graduate Studies</th>
<th>Date</th>
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<tbody>
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<td></td>
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</table>

**Vice President for Academic Affairs:** Date

Revised 1/09/02
University of West Georgia  
Department of Management  
Business Programming (Visual Basic 2005)  
Fall 2006

Instructor: Joan Deng  
Office 205A Adamson Hall  
Phone 839-5532 (better to email me as voice mail is not reliable)  
Class Schedule MW 03:20 p.m. – 04:40 p.m., BusCol 135  
Office Hours MWF Morning 08:00 a.m. – 08:50 a.m., 10:10 a.m. – 11:00 a.m.  
MW Afternoon 12:30 p.m. – 3:00 p.m.  
E-mail Address jideng@westga.edu

Course Site: https://u.view.usg.edu/webct/logonDisplay.dowebct

Course Materials:


Visual Basic 2005 Software: You must own or have access to Microsoft Visual Basic 2005 software in order to do the assignments at home. This software is loaded on computer lab (rooms 135 and 134) workstations. You can obtain a copy of Visual Studio 2005, which includes Visual Basic 2005, from Mr. Nolan Peterson (Business Building Room 138).

Three SCANNTRON Forms (#882-E at the University Bookstore)

Additional Materials: Removable storage media, and medium-sized binder clips

Course Description: This course teaches students how to develop a business application using Visual Basic 2005. Specifically discussed will be graphic user interface (GUI) design; structured programming; object-oriented programming; reading from, and writing to, sequential access computer files; access database files; developing user defined subroutines, functions, and modules; development of single document interface; and data validation.

Learning Objectives:

1. Demonstrate the ability to develop a business application using Visual Basic 2005 (LG #3)
2. Utilize programming knowledge and skills to solve business problems (LG #2, 3)
3. Understand guidelines for designing usable business applications (LG #3)

Course Approach: Course materials will give you multiple ways to learn the material presented in this course. The textbooks will provide one source of information. Lectures and PowerPoint presentations will be based on, and extend, the material in the textbooks. Sample applications give you an opportunity to learn the tools using a hands-on approach. You should take the opportunity to apply course material in class exercise and programming assignments. The instructor will be available at scheduled times to assist you. In addition, you should begin your programming assignments when they are assigned so you will have time to design and program. Learning to program or producing an application are not things
that you can do in a few hours but they take time for analysis, design, testing and review.

**Grading:**

<table>
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<th>Assignment</th>
<th>Points</th>
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<td>Exam 2</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
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</tr>
<tr>
<td>Programming Assignment 1</td>
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</tr>
<tr>
<td>Programming Assignment 2</td>
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<td>Programming Assignment 3</td>
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<td><strong>Total</strong></td>
<td><strong>2000</strong></td>
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</table>

A: 1800 and above  
B: 1600 – 1800  
C: 1400 – 1600  
D: 1200 – 1400  
F: 1200 and below

**Program Assignments.** Assignments enable you to apply problem-solving tools. Programming assignments are individual work assignments. Assignments are due at the beginning of class on the day they are due. Do not miss class to finish an assignment – it is late after class starts. If you will be unable to attend class on the due day, you may turn the assignment in ahead of time or ask someone to submit it for you. Late assignments will be accepted up to only one class day later. There is a 10% penalty assessed against late assignments that are unexcused. All assignments must be reviewed within one week of their return during class or when grades are posted, whichever is later.

**NOTE 1:** All programs are individual, not group, assignments.  
**NOTE 2:** Good practices to adopt when using Lab computers is "Save and Save Often" and "Save to more than one place / media".  
**NOTE 3:** Staple together, in the upper left corner, each printed page of multiple page elements of those portions of the assignment that are to be turned in. Place assignment elements in the order specified in the problem statement. Attach the floppy diskette or CD containing your program files to your printed materials using a proper sized binder clip.

**Beware!**  
Download the assignment off UWG WebCT early. If the network is down the night before the assignment is due, you will not be able to download the assignment. This is not a valid excuse for failure to obtain a copy of the assignment or failure to hand in your homework on time.

**Exams:** The three exams are closed book, closed notes, and will consist of multiple-choice questions that cover the material covered in the textbooks, lectures, handouts, PowerPoint presentations, sample applications, and assignments. During the exam you may refer to one (1) 8½" x 11" sheet on which you have written exam notes on both sides of the paper. Please note that the exam sheet must be hand-written. You will need one SCANTRON form, a #2 pencil, eraser, and your student identification card for
each exam. If you do not turn in your exam, you cannot receive a grade for the exam. The instructor does not return the SCANTRON or exams. You can come in to review the test and your graded SCANTRON in the instructor's office during her office hours or you can make an appointment to do so. All exams must be reviewed within one week of the exam date or when grades are posted, whichever is later.

Note 1: The third examination will be comprehensive.
Note 2: During exams: Ball caps and other headgear with bills/visors must be removed or turned backwards; backpacks, briefcases, books, notes, etc. must be placed in an empty seat beside you, along the outside wall, or in the front of the classroom.

Quizzes: During the semester, in-class or at-home quizzes will be given. The at-home quizzes will consist of small programming assignments aimed at performing/coding various functions covered in class that day. Since quizzes may be given at the beginning or end of class, make sure to arrive early and remain for the entire class period so that you do not miss a quiz.

Attendance: The instructor may occasionally take attendance to verify the roster. You are expected to attend all lectures. If you miss a class, you are responsible for the material covered during class. If you miss an exam, quiz or a due date for an assignment, you must have a university-excused absence to be eligible to take a make-up exam, make-up quiz, or turn in late material without a penalty. The format of the make-up exam or quiz may be different from the original exam or quiz. The instructor is under no obligation to provide an opportunity for you to make up work missed because of an unexcused absence. If an absence is excused and the instructor is properly notified of the absence in a timely manner, prior to or immediately after the absence, she will provide you with an opportunity to make up an exam, make up a quiz, turn in an assignment after the due date, or provide a satisfactory alternative to be completed within two weeks from the last date of absence.

Scholastic Dishonesty: The State University of West Georgia Academic Honesty Policy will be enforced. You can read this policy at http://www.westga.edu/~vpaa/handrev/207.

Note: Study partners are encouraged in the completion of programming assignments. However, each student is required to complete and submit his/her own work. Copied work will be considered plagiarism and will result in academic discipline.

UWG WebCT. The instructor uses UWG WebCT to send out class announcements, and post lecture notes, sample applications, and programming assignments for you to download.

Campus Email. Campus E-Mail is an official means of communication at University of West Georgia. All students must have, and read on a daily basis, their campus (MyUWG) email accounts. If you would like to ask questions and seek clarification regarding exams, quizzes, homework assignments, and grades via email, please use your campus email account.
Since E-mail is not a particularly "rich" form of communication, please try to be as clear as possible about your inquiries or messages via email. A few thoughts to ensure successful email:

To facilitate sorting of incoming email, make sure that your message has "MGNT 4682" or "MGNT 4682" and some other pertinent phrase in the 'Subject' line.

Because the 'From' line of your message typically contains your email alias, make sure that you completely identify yourself in the body or closing of your email message.

If you expect a reply, ensure that
1. your email message can be replied to by using the email address listed in the 'From' line.
2. appropriate text appears in the 'Subject' line

Classroom Rules:
- Get to class on time. If you do arrive late, try not to disrupt the rest of the class. If you have to leave class early, try to sit somewhere where you can leave without disrupting the class.
- No food, drink, or tobacco products are allowed in the classroom.
- Do not talk in class unless you are prepared to share the discussion with the class; it will be assumed you are discussing what we are covering.
- Pagers, cellular telephones, PDAs and other electronic communication devices must be turned off or muted during class. Do not carry on a cellular telephone or text message conversation during class.
- Do not read the newspaper or textbooks for other classes during our class.
- All graded material is due at the beginning of class on the due date. If you have a university-approved excuse, you must notify me as soon as possible, but no later than the end of the next working day after your return from the absence so we can make arrangements for you to turn in your work.
Course or Program Addition, Deletion or Modification Request

Department: Management
College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Management Information Systems Minor (for Non-Business Majors)</th>
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- Action
  - Modify
  - Add
  - Delete

- Credit
  - Undergraduate
  - Graduate
  - Other*

- Frequency
  - Every Term
  - 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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<tr>
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<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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</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):

To minor in Management Information Systems, students must take ACCT 2101, CISM 2201, CISM 3330, CISM 3335, CISM 3340 & CISM 4310

Prerequisite(s)

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

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

- Grading System: Letter Grade Pass/Fail Other

Approval:

[Signature]
Department Chair Date

[Signature]
Dean of College Date

[Signature]
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]
Chair, Undergraduate Academic Programs Committee Date

[Signature]
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: Management  College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

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<td>☐ Add ☐ Delete</td>
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<td>☑ Number</td>
<td>☐ Description</td>
<td>☐ Other*</td>
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</table>

*Variable credit must be explained

Reason: 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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<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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</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):

See Attached sheet for Management Program Change and Rationale

Prerequisite(s)

Present or Projected Enrollment: 40-50 (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*: Summer / 2007

Approval:

Department Chair: 1/30/07

Department Chair (if cross listed) Date

Dean of College: 2-7-07

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: 03/07/07

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
# University of West Georgia

**Management**  
Bachelor of Business Administration  
Proposed

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
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<th>Hrs</th>
<th>Comp</th>
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<td><strong>CORE CURRICULUM</strong></td>
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<td>COMM 1110 or ENGL/THEA 2050 recommended</td>
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<td>CS 1020 or LIBR 1101 recommended</td>
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<td>XIDS 2100, Art 1201, MUSC 1100, or THEA 1100 recommended</td>
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<td>PHIL 2100 or COMM 1154 recommended</td>
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<td><strong>E. SOCIAL SCIENCES</strong></td>
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<td>POLS 1101</td>
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<td>PSYC 1101 or SOCI 1101 recommended</td>
<td>3</td>
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</tbody>
</table>

**NOTES**

- ① Attain a minimum overall GPA of 2.0 for graduation.
- ② Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. NO MORE than one “D” is permitted in Major Courses.
- ③ Select one of the following: MGNT 4625; ECON 4450; FINC 4521; or MKTG 4866._if MGNT 4625 is not selected, it must be taken as one of the three Major Select Courses.
- ④ MKTG 3808 or departmentally approved research course.
- ⑤ At least one Elective must be taken in the RCOB.

<table>
<thead>
<tr>
<th>CORE AREA F COURSES</th>
<th>Credit Hrs.</th>
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<th>Comp</th>
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<td>ECON 2105</td>
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</table>

**BUSINESS CORE**

| ABEF 3100 | 3 |
| CISM 3330 | 3 |
| ECON 3402 | 3 |
| ECON 3406 | 3 |
| FINC 3511 | 3 |
| MGNT 3600 | 3 |
| MGNT 3615 | 3 |
| MKTG 3803 | 3 |

**INTERNATIONAL SELECT**

International Select ③ 3

**MAJOR COURSES**

| MGNT 3605 | 3 |
| MGNT 3618 | 3 |
| MGNT 4620 | 3 |
| Research Select ④ | 3 |
| Select 9 hrs. from: | 3 |
| MGNT 3602, 3625, 3627, 4625, 4626, 4630, 4640, 4680, CISM 4330, 4350, 4355 ECON 4420, ACCT 4202 | 3 |
| MGNT 4660 | 3 |

**APPROVED ELECTIVES ⑤**

| Elective 1 | 3 |
| Elective 2 | 3 |
| Elective 3 | 3 |

**PHYSICAL EDUCATION** 3 HOURS

| 3 PWLAS | 3 |

**Total** ⑥ 123

November 27, 2005
Management

Current

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hrs.</th>
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<td>MGNT 3605</td>
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<td>MGNT 4620</td>
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<td>MGNT 4660</td>
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Proposed

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<th>Course Code</th>
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<td>MGNT 3605</td>
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</table>

RATIONALE

The following changes are requested to the Management Program Sheet.

1. Add CISM 4350 & CISM 4355 to the MGNT Select Area. CISM 4350 and CISM 4355 are being added as selects to allow management majors to gain more exposure to the technology they will be using in future jobs. These selects will make our students more competitive in the marketplace.

No additional resources are required to make this change.
Course or Program Addition, Deletion or Modification Request

Department: Management
College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix | Course | Title | Management
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<td>✔ Undergraduate</td>
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✔ Library resources are adequate

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):

See Attached sheet for Management Program Change and Rationale

Prerequisite(s)

Present or Projected Enrollment: 40-50 (Students per year) Effective Date*: Summer 2007

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

Grading System: ✔ Letter Grade

Approval:

[Signature] 3/07

Department Chair Date

[Signature] 7/7/07

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 signatures for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signature] 05/07

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
# University of West Georgia

## 2006-2007 Bachelor of Business Administration

### Proposed

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### NOTES

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<table>
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### MAJOR COURSES

<table>
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<tr>
<th>Credit Hrs.</th>
<th>Hrs</th>
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<tbody>
<tr>
<td>MGNT 3605</td>
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<td></td>
</tr>
<tr>
<td>MGNT 3618</td>
<td>3</td>
<td></td>
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<tr>
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<tr>
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<tr>
<td>MGNT 3602, 3625, 3627, 4625, 4626, 4630, 4640, 4680, CISM 4330, 4350, 4355 ECON 4420, ACCT 4202</td>
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<tr>
<td>MGNT 4660</td>
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### APPROVED ELECTIVES

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<td>Elective 2</td>
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### PHYSICAL EDUCATION 3 HOURS

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<tbody>
<tr>
<td>3 PWLAS</td>
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**Total:** 123

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November 27, 2005
### Management

#### Current

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#### Proposed

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<td>Research Select</td>
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<td>3</td>
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<tr>
<td>MGNT 4660</td>
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</table>

### Rationale

The following changes are requested to the Management Program Sheet.

1. Add CISM 4350 & CISM 4355 to the MGNT Select Area. CISM 4350 and CISM 4355 are being added as selects to allow management majors to gain more exposure to the technology they will be using in future jobs. These selects will make our students more competitive in the marketplace.

No additional resources are required to make this change.
### University of West Georgia
#### COURSE ADDITION, DELETION OR MODIFICATION REQUEST

**Department:** Marketing and Real Estate  
**University:** Richards College of Business

### CURRENT COURSE CATALOG LISTING (NOT FOR NEW COURSES)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDIT</th>
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<tbody>
<tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

- **Action:**
  - [ ] Course
  - [x] Program
  - [ ] Modify
  - [x] Add
  - [ ] Delete
  - [ ] Credit
  - [ ] Number
  - [ ] Title
  - [ ] Description
  - [ ] Other

- **Credit:**
  - [x] 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.

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

### PROPOSED COURSE CATALOG LISTING (FOR NEW OR MODIFIED COURSES)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>COURSE</th>
<th>TITLE</th>
<th>Hours</th>
</tr>
</thead>
</table>

**Catalog Description:**

*See attached for description of Sales Certificate Program.*

- **Prerequisite(s):**
  - (Students Per Year)
  - Effective Date: FALL 2007
  - TERM/YEAR

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

**Approval:**

- **Department Chair:**  
  - Date: 1/10/07

- **Dean of College:**  
  - Date: 1/31/07

**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 (five copies with signature for proposals carrying undergraduate credit only and six copies with signatures carrying both undergraduate and graduate credit)

- Chair, Committee on Graduate Studies: Date

**Vice President for Academic Affairs:**

- Date
Richards College of Business
Department of Marketing and Real Estate
“Certificate in Sales”

Justification:
1. There is an increasing demand for Sales Professionals in the West Georgia business community as well as nationwide.
2. A significant number of UWG graduates both business and non-business are pursuing careers related to Personal Selling and Sales Management.
3. A ‘Certificate in Sales’ program will provide students with the educational background to be more effective in these careers as well as inform potential employers of their academic credentials.
4. The program will utilize a combination of courses which are already offered as electives within the Marketing major.
5. These courses can be taken by any eligible UWG student and count as part of their program of study.

Program:

A. Eligibility:
1. A ‘Certificate in Sales’ can be completed by either a business or a non-business major.
2. Business majors are eligible when they have completed all courses to attain ‘Major Status’ within the College of Business, and ECON 2106 (Microeconomics).
3. Non-Business majors are eligible when they have completed 45 hours of classes with at least a 2.0 GPA.
4. Students can formally apply to enroll in the program at the Department of Marketing and Real Estate office.

B. Course Requirements (12 hours):
   MKTG 3803 – Principles of Marketing
   MKTG 3801 – Art of Selling and Personal Dynamics
   MKTG 4805 – Sales Management
   And one of the following:
   MKTG 4861 – Business-to-Business Marketing
   MKTG 4866 – Marketing Internship (Sales Focus)

C. Certification: The Registrar will be notified by Marketing Department Chair after a student completes all requirements for the certificate program. Completion will be noted on the student’s transcripts and the student will be awarded a certificate from the Department.
This page contains the course addition, deletion, or modification request form for the State University of West Georgia's Marketing and Real Estate department, under the Richards College of Business. The form details the current course catalog listing, with a focus on a specific course titled "Services Marketing" with the code MKTG 4861. The form includes details on course action, credit level, frequency, and rationale for the change. The course is marked for modification, with credit level set as undergraduate, frequency yearly, and a rationale noting the adequacy of library resources. The course description is a study of unique problems associated with the marketing of services, including alternative strategies to improve service marketing effectiveness.

**PROPOSED COURSE CATALOG LISTING**

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>HOURS</th>
<th>Lecture/Lab/Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MKTG</td>
<td>4861</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

A study of the unique problems associated with the marketing of services including alternative strategies to improve service marketing effectiveness.

**Prerequisite(s)**

- MKTG 3803 or consent of Department Chair

**Present or Projected Enrollment**

50 (Students Per Year)

**Effective Date**

Summer 2007

**TERM/YEAR**

1/1/07

**Grading System**

- Select one: Letter Grade, Pass/Fail, Other

**Approval**

- Department Chair: 1/1/07
- Dean of College: 1/31/07

**Final Approval**

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

Chair, Undergraduate Academic Programs Committee: 01/09/07

**Vice President for Academic Affairs**

Date: Revised 2/14/00

http://www.westga.edu/~vpas/course-request.pdf
Richards College of Business  
Department of Marketing and Real Estate  
“Certificate in Sales”

Justification:
1. There is an increasing demand for Sales Professionals in the West Georgia business community as well as nationwide.
2. A significant number of UWG graduates both business and non-business are pursuing careers related to Personal Selling and Sales Management.
3. A ‘Certificate in Sales’ program will provide students with the educational background to be more effective in these careers as well as inform potential employers of their academic credentials.
4. The program will utilize a combination of courses which are already offered as electives within the Marketing major.
5. These courses can be taken by any eligible UWG student and count as part of their program of study.
6. No additional resources are required.

Program:

A. Eligibility:
   1. A ‘Certificate in Sales’ can be completed by either business or a non-business (fully admitted, degree seeking) majors.
   2. Business majors are eligible when they have completed all courses to attain ‘Major Status’ within the College of Business.
   3. Non-Business majors are eligible when they have completed 45 hours of classes with at least a 2.0 GPA.
   4. Students can formally apply to enroll in the program at the Department of Marketing and Real Estate office.

B. Course Requirements (12 hours):
   MKTG 3803 – Principles of Marketing
   MKTG 3801 – Art of Selling and Personal Dynamics
   MKTG 4805 – Sales Management
   And one of the following:
   MKTG 4831 – Business-to-Business Marketing
   MKTG 4886 – Marketing Internship (Sales Focus)

C. Certification: The Registrar will be notified by Marketing Department Chair after a student completes all requirements for the certificate program. Completion will be noted on the student’s transcripts and the student will be awarded a certificate from the Department.
RATIONALE FOR MKTG 4861 (Services Marketing): Feedback from the business community and alumni, as well as general trends in the business environment indicates that this would be a valuable addition to the Marketing Program. Also the Marketing program has grown to an extent where there is a need for additional marketing electives. No additional resources are required to offer this class.
THE UNIVERSITY OF WEST GEORGIA
RICHARDS COLLEGE OF BUSINESS
DEPARTMENT OF MARKETING AND REAL ESTATE

Syllabus for Services Marketing (MKTG 4861)

COURSE DESCRIPTION:

Why study services marketing? Services dominate not only the U.S. market, but also markets of all developed countries. About 80% of GDP is generated by services in the U.S. 81% of labor works in service providing industries. Business school courses traditionally have focused on the manufacturing sector of the economy and mentioned services briefly. Due to the intangible nature of the services, service firms have unique marketing challenges in design and delivery of their services that warrant special attention to the coordination of marketing, operations management, information technology, and human resources.

The main focus of this course is service organizations such as banks, educational institutions, hospitals, hotels, professional services, retailing, and transportation companies. The objective of the course is to make students familiar with the services marketing issues and give a good foundation for other marketing classes and future business activities.

Student Learning Objectives: 

At the end of the course, students should be able to:

1. Understand the unique challenges involved in marketing and managing services. (LG4, LG7)
2. Identify differences between marketing in service versus manufacturing organizations and understand how “service” can be a competitive advantage in manufacturing organizations. (LG4, LG7, LG8, LG9)
3. Identify and analyze the various components of the “services marketing mix” (three additional P’s) as well as key issues required in managing service quality. (LG4, LG7, LG8, LG9)
4. Appreciate the role of employees (and often customers) in service delivery, customer satisfaction, and service recovery. (LG6)
5. Appreciate other key issues in service business, such as managing supply and demand, the overlap in marketing/operations/human resource systems, and relationship management. (LG4, LG7, LG8, LG9)
6. Build upon important workplace skills such as cooperation, teamwork, meeting deadlines, report writing; through active learning activities and classroom exercises.(LG1, LG3, LG4)
7. Become better, more aware, and maybe less naïve services consumers.
8. Enjoy themselves while accomplishing all of the above.

(For more information on learning goals, go to http://www.westga.edu/~mktreal/evaluation.htm and choose Degree Learning Outcomes and Assessment)
Textbook:

Pre-requisites
Completion of MKTG 3803 –Principles of Marketing or consent of department chair.

COURSE INSTRUCTION: Class sessions will consist of lectures and discussions. You are expected to be well prepared for each class by reading the assigned material and completing any written assignments. Class participation is strongly encouraged and you are expected to take an active role in discussions and exercises. It is important to take notes during lectures as well as during discussions in order to augment the material in the texts.

COURSE EVALUATION: Evaluation is as shown below. In addition, if you miss any exam OR do no assignments at all, you will receive an F in the course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Team assignment (Service blueprint)</td>
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<tr>
<td>Individual assignment</td>
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<tr>
<td>Attendance Quizzes</td>
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Letter Grades:

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<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

No grades will be given over the phone, via fax or e-mail.

ATTENDANCE POLICY: Regular attendance is extremely important. Frequent absences may result in your being dropped from the course. Mere attendance, however, is not sufficient for a good grade on class participation. (See Class Participation).

EXAMS: Examinations will consist of multiple-choice questions, essays, calculations and will cover material from lectures, texts, and class discussions. Questions will test comprehension skills as well as more complex analytical and integrative skills with regard to the material.

Exam attendance is crucial. MAKE-UP EXAMS WILL NOT BE GIVEN without prior permission and documented evidence. In emergency situations, request for make-up exams must be made within 24 hours of the scheduled exam. Make-up exams may use an essay format with a high standard for content and communication.
ASSIGNMENTS: There will be two assignments during the semester.

1. Team Assignment: Service Blueprint

Your team will need to construct a detailed service blueprint for a particular service provider and present it to the class. The assignment will also involve writing a short paper discussing how the blueprint might be used to improve marketing and operations in the organization. Each team member must participate fully in preparing and presenting in order to get full credit. Peer evaluations will influence students’ final grade on this paper. Late assignments will NOT be accepted.

2. Individual Assignment: Company Complaint Letter And Response Analysis

Each student will be required to write a letter of complaint to an organization from which the student has had a less-than-satisfactory experience with the company’s service offering. Near the end of the semester you will turn in the letter, a copy of the company’s response, and your own written analysis of their response. Details are provided in a separate handout.

CLASS PARTICIPATION: The class participation grade is based partly on unannounced quizzes about the topics in that weeks assigned readings, attendance, but mainly on evidence of your preparation for each class as well as contributions made to class discussions on a regular basis. You are expected to actively participate in the learning process. This means coming to class well prepared, being active in discussions, asking and answering questions, thinking about and building on what others say, sharing relevant consumer experiences, and applying your self sincerely to class exercises. Professionalism (or lack thereof) will also count toward your participation grade. For a full explanation, see Course Conduct.

ACADEMIC DISHONESTY: It is the policy of the University of West Georgia Administration that students recognize and uphold standards of intellectual and academic integrity. Students should be familiar with the university’s policy on issues such as plagiarism, unauthorized collaboration, falsification, and multiple submissions.

COURSE CONDUCT: You are advised to read the syllabus thoroughly and frequently. It spells out what is expected of you in and out of class as relates to this course. You are expected to attend class and to actively participate. You are expected to be professional in all your interactions with your professor and your fellow students. Among other things, professionalism includes coming to class on time, not leaving early unless you have prior permission, being attentive in class, listening when other students speak, and not being rude or disruptive.

COURSE ADAPTATION: If you need course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact the Office of Disability Services. This will ensure that you are properly registered for services.

SPECIAL NEEDS: If you have any special needs or circumstances that I should be aware of, please let me know the first week of class. Students who have a Letter of Accommodation from the Office of Disability Services should see me during my office hours, so that provisions can be made to help you.
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</thead>
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<td>Week 3</td>
<td>Consumer behavior in service encounters</td>
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<td>Week 4</td>
<td>Customer expectations of service</td>
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<td>Customer Perceptions of service</td>
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<td>Week 6</td>
<td>Listening to customers through research</td>
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<td>Week 7</td>
<td>Building customer relationship</td>
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<td>Week 8</td>
<td>Service recovery</td>
<td>8</td>
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<td>Week 9</td>
<td>Service development and design</td>
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<td>Customer-defined service standards</td>
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<td>Physical evidence and servicescape</td>
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<td>Week 12</td>
<td>Employees’ roles in service delivery</td>
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<td>Week 13</td>
<td>Customers’ roles in service delivery</td>
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<td>Week 14</td>
<td>Delivering service through intermediaries and</td>
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<td></td>
<td>electronic channels</td>
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<td>Week 15</td>
<td>Managing demand and capacity</td>
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<td></td>
<td>Exam 3</td>
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<td></td>
<td>Team Presentations Due on finals week</td>
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</table>
Addendum III

University of West Georgia

Department of Nursing

Request for Non-Tenure Track Faculty Ranks in Nursing

(Approved by DON 11/27/06)

Faculty in the Department of Nursing request the creation of non-tenure track positions with academic rank for the purpose of recruiting and retaining high quality nursing faculty.

Definition of Non-Tenure Track Faculty

Faculty members, appropriate for a non-tenure track (NTT) appointment at the University of West Georgia Department of Nursing (DON), are skilled clinicians and teachers whose major emphasis is on the instruction of students in the classroom and clinical/laboratory arena providing direct client services. NTT Faculty are University employees on annual, non-tenure accruing appointments with no maximum time limit. Annual appointments are made based on the needs of the DON. Reappointment is contingent upon faculty performance meeting the expectations of the position and needs of the Department and is considered through recommendation of the Chair of the DON to the Dean of the College of Arts and Sciences, who, in turn, makes recommendations to the Vice-President of Academic Affairs.

Rationale for the Need of Non-Tenure Track Faculty with Rank

Historically in nursing and health related fields, the NTT Faculty designation has been used to enable professional preparation programs to recruit, hire, and retain highly qualified clinicians who may or may not have a terminal degree (PhD, DSN, EdD, DNP). These NTT Faculty members have professional experience and expertise critical to the preparation of pre-service professionals. NTT Faculty not only possess strong credentials in the appropriate academic disciplines, but also the ability to integrate didactic knowledge into courses with laboratory and clinical components. With their scholarship demonstrated through teaching and clinical, they constitute a model of a real life service provider with clients and can serve as excellent supervisors and mentors of students practicing in the field of nursing.

Well-qualified master’s level nursing faculty currently appointed to the DON lecturer rank have no potential for advancement in professional rank under UWG’s present system of faculty designations. Not only will the designation of NTT Faculty serve to better attract qualified professionals to the DON faculty corps, but also assist the Department in retaining NTT Faculty to fulfill vital clinical and laboratory-based instructional needs.

The DON will heavily utilize NTT Faculty to work with students in field-based, clinical settings. In addition to providing classroom instruction, they will provide laboratory-based clinical instruction to students and will implement direct field-based services to clients. With a standard
teaching workload hours of 16-18 contact hours per week for NTT Faculty in this track, the ability of the DON to increase enrollment is facilitated.

University System of Georgia Policies Related to Non-Tenure Track Faculty

The following italicized information has been extracted from the Board of Regents Policies on Non-Tenure Track Faculty, Section 803.10:

Institutions of the University System are authorized to establish professional positions designated as non-tenure track positions. Each institution shall prepare annually, along with its budget, a list of positions so designated for signation submitted during the budget year, which must be approved by the Chancellor of his/her designee. Positions designated as non-tenure track positions or as tenure track positions may be converted to the other type only with approval by the Chancellor or his/her designee.

Non-tenure track positions may be established for full-time professional personnel employed in administrative positions or to staff research, technical, special, career and public service programs which are anticipated to have a limited lifespan or which are funded, fully or partially, through non-System sources. There shall be no maximum time limitation for service in positions in this category.

The following provisions shall apply to all non-tenure track professional personnel:

A. Individuals employed in non-tenure track positions shall not be eligible for consideration for the award of tenure.
B. Probationary credit toward tenure shall not be awarded for service in non-tenure track positions.
C. Notice of intention to renew or not to renew contracts of non-tenure track personnel who have been awarded academic rank (Instructor, Assistant Professor, Associate Professor, Professor) shall follow the schedule required for tenure track personnel. This schedule of notification shall not apply to other professional personnel.
D. Individuals employed in non-tenure track positions may apply on an equal basis with other candidates for tenure track positions which may become available.

The transfer of individuals from tenure-track positions to non-tenure track positions shall be effected on a voluntary basis only.

The following italicized information has been extracted from the Board of Regents Task Force on Health Professions Education: Findings and Recommendations, June 2006:

Recommendation 2
The University System of Georgia should launch sustained initiatives to review and revise system and institutional policies related to health professions faculty recruitment and retention. Because faculty shortages may be the most significant factor limiting future health professions educational capacity, a host of strategies must be considered to increase the number and diversity of qualified faculty. These efforts must occur at a system level to prevent institutions from endangering the quality and viability of all such programs by competing for a limited pool of faculty members.

2.e. The USG should consider alternative academic tracks for selected health professions faculty and expand the use of adjunct faculty and part-time faculty.
Non-Tenure Track faculty appointments with rank have been approved at the following USG institutions:

- Georgia State University
- Kennesaw State University
- Medical College of Georgia
- Clayton State University and College

**Proposed Criteria for Appointment and Promotion of Non-tenure Track Faculty at UWG**

The following proposed criteria for appointment/promotion are derived from the Statement on Minimum Appointment/Promotion Criteria for Tenure Track Nursing Faculty in the DON Faculty Handbook. Appropriate evidentiary sources for teaching, service and professional growth and development are required for renewal of annual contracts for NTT faculty. There is no maximum time limitation for service.

**Appointment as Assistant Professor**

**Teaching**

- Demonstrates effective teaching in courses with laboratory or clinical components
- Articulates/demonstrates a philosophy of teaching and learning congruent with the Department of Nursing
- Displays clinical expertise and knowledge in the designated content areas
- Presents evidence of quality from student evaluations and at least two other evidentiary sources

**Service to the Institution**

- Demonstrates potential for effective student advising and counseling
- Participates in Departmental committees and community/professional activities as appropriate
- Presents evidence of quality from committee service and at least two other evidentiary sources

**Academic Achievement**

- Master’s degree in Nursing
- Eligible for professional certification in teaching and/or area of clinical expertise when available

**Professional Growth and Development**

- Demonstrates the ability to apply current nursing knowledge, theory, research, and professional standards to teaching and/or practice
- Presents evidence of quality from at least two evidentiary sources

**Appointment/promotion to Associate Professor**

**Teaching**

- Demonstrates excellence in teaching
• Articulates/demonstrates a philosophy of teaching and learning congruent with the Department
• Maintains excellent content knowledge and clinical expertise
• Contributes to curricular and/or program development and evaluation
• Presents evidence of quality from student evaluations and at least three other evidentiary sources

Service to the Institution
• Contributes to the institution by active leadership in Department/University committees
• Provides leadership to community service organizations
• Presents evidence of quality from committee service and at least three other evidentiary sources.

Academic Achievement
• Master’s degree in Nursing
• Evidence of professional growth and development in teaching and/or area of clinical expertise (i.e. certification, notable continuing education)

Professional Growth and Development
• Contributes to the body of evidence-based knowledge in nursing
• Presents evidence of quality from at least three evidentiary sources.

Appointment/Promotion as Professor

Teaching
• Demonstrates a clear and convincing record of a high level of sustained teaching excellence
• Articulates/demonstrates a philosophy of teaching and learning congruent with the Department
• Maintains a high level of knowledge about current developments in the area of teaching and in the professional discipline
• Provides leadership in curricular and/or program development and evaluation
• Mentors other faculty members in the development of teaching skills
• Presents evidence of quality from student evaluations and at least four other evidentiary sources

Service to the Institution
• Demonstrates a clear and convincing record of a high level of service to the institution by maintaining ongoing leadership in Department/University activities
• Advances community organizations
• Presents evidence of quality from committee service and at least four other evidentiary sources

Academic Achievement
• Doctoral degree in Nursing/related discipline and a Master’s degree in Nursing
• Maintenance of professional growth and development in teaching and/or area of clinical expertise (i.e. certification, notable continuing education)

Professional Growth and Development
• Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the scholarship of teaching and/or practice
• Influences theory, policy, practice, and/or pedagogy through evidence-based scholarship
• Presents evidence of quality from at least four evidentiary sources
I. **Call to Order:** The meeting convened in the University Community Center (UCC) room 210. Dr. Charles W. Clark called the meeting to order at approximately 1:30pm. Those in attendance were: Dr. Adel Abunawass, Dr. Jon Anderson, Dr. Marty Bray, Dr. Judy Butler, Dr. Stan Caress, Dr. Jack Charlesworth, Dr. Cathleen Doheny, Dr. Debra Dwight, Dr. Carol Gingerich, Dr. Bridgette Gunnels, Dr. Michael Hazelkorn, Dr. Cher Hendricks, Dr. Jane Hill, Dr. David Jenks, Dr. Harry Morgan, Dr. Keith Pacholl, Dr. Abbot Packard Dr. Hema Ramanathan, Dr. Jill Reddish and Dr. Laurie Jowers Ware.

II. Approval of Minutes from January 17, 2007 meeting as amended to include the request by Dr. Harry Morgan to retain program changes indefinitely.

III. Report from the Interim Dean
   A. **Digital Equipment:** Dr. Clark stated that the Graduate School is in the process of digitizing files and have sent several out to History and Ed Leadership. One glitch is that files are saved in the .tiff format and they need to be saved as PDF files because the .tiff format forces you to look at the files page by page. Dr. Keith Pacholl stated that it took approximately two hours to download the files that were sent to the History department. Dr. Clark told committee members that the files that are being scanned to put on the portal are current students (new applicants) and graduation files. Dr. Michael Hazelkorn asked if this meant that the department would no longer have to keep files in the office. Dr. Clark said that departments will still be responsible for maintaining information needed on students but that this process is meant to help with security issues that arise from sending students files with social security numbers, etc. through campus mail. He also stated that by logging onto the portal, departments will be able to view the same information that is now being view on the paper copy. Departments can then download and print the DAR and return it to the Graduate School or fill out the DARs that are still sent via campus mail. Files can be saved to the department server. Dr. Clark stated that departments will be notified via e-mail or by campus mail when a new file is on the portal to view. Dr. Hazelkorn said that it would be easier to put the files directly on the department’s drive if that is possible. Dr. Clark will look into this.
   B. **Credit Card Acceptance:** Dr. Clark explained that the software to enable the University to accept credit card payments online hasn’t been received yet.
   C. **Webpage:** The Graduate School webpage is an ongoing project. There is now a link on the UWG front page to Academics.

IV. Speech Language Pathology Admission Requirements (Request to raise GPA from 2.7 to 2.9) Tabled at November 15, 2006 meeting. Dr. Debra Dwight said that the reason they are raising the GPA is because the program received National accreditation last summer. The GPA of 2.9 has already been approved for the program and therefore Dr. Dwight makes a motion for COGS to officially approve it, the motion was seconded and carried.

V. Program/Course Additions, Deletions, Modifications
   A. **College of Business**
      **Program Modification:**
      **MBA Program Change**
      Dr. Jon Anderson spoke to the program changes and course modifications as listed on the program change form along with the attachments. Dr. Anderson stated that there are 17 MBA programs in the Atlanta market. Clayton State just got approved for another one and UGA is going to offer another one in Griffin. Over the past year, the department has taken a
close look at other MBA programs and is trying to respond to the market. Motion to approve program change made, seconded and carried.

Course Modifications:
- FINC 6532 Finance
- ACCT 6232 Managerial Accounting
- MGNT 6670 Organizational Behavior and Theory
- MGNT 6681 Strategic, Ethical and Global Management

Course Addition:
- BUSA 5100 Introduction to Business Processes
Motion made by Dr. Jon Anderson to approve these course modifications, seconded and carried.

Discussion ensued regarding requirements for the GMAT waiver and what constitutes “Highly qualified and experienced applicants”. The determination will be made on a case by case basis as to whether a student meets these requirements. Dr. Clark said that it would not affect the appeals process because The Graduate School would still enforce the minimum Graduate School requirements and upon recommendation, would approve the appeal. This will go into effect in Newnan as well. Dr. Anderson said that an analysis of eighteen institutions was completed and this lines our program up fairly close with their curriculum because prior to these changes UWG had a lot more requirements than other institutions.

B. College of Education

Program Modifications:
- M.Ed. in IT Program – Plan B
Dr. Marty Bray explained the rationale for the changes in this program per the program modification sheet and attachment.

- Ed.S. in Media/IT
Dr. Bray explained the rationale for the changes in this program per the program modification sheet and attachment. Motion made to accept both program modifications made, seconded and carried.

Course Additions:
- MEDT 7471 Data Networks for Instruction
- MEDT 8464 Issues in School Library Media
- SPED 6709 Regulations & Requirements in Special Education
- SPED 6715 Educational Characteristics of Learners: Mild Disabilities
- SPED 6716 Characteristics and Assessment: Severe Disabilities
- SPED 6723 Ecological Development of Exceptional Learners
- SPED 6716 Instructional Strategies for Mild Disabilities
- SPED 6717 Differentiated Instruction for Exceptional Learners
- SPED 6711 Curriculum & Instructional Strategies: Severe Disabilities
- SPED 6772 Secondary Instruction and Transition: Severe Disabilities
- SPED 6792 Practicum I: Special Education
- SPED 6793 Practicum II: Special Education
- SPED 7705 Urban and Multicultural Issues in Special Education
- SPED 7724 Collaboration & Inclusion for Learners with Severe Disabilities
- SPED 7725 Medical Physical and Sensory Aspects of Disabilities
- SPED 7726 Autism: Characteristics and Instruction
- SPED 7727 Communication and Assistive Technology: Severe Disabilities
- SPED 7765 Learning Strategies and Content Enhancement
College of Education (Continued)

Course Modification:
- MEDT 7467 Advanced Computer Utilization
- SPED 6721 Professional Seminar
- SPED 6761 Classroom Behavior Management
- SPED 7702 Technology in Special Education
- SPED 7721 Assessment in Special Education

MEDT course addition (MEDT 7471) and course modification (MEDT 7467) discussed and rationale provided by Dr. Marty Bray. Dr. Bray explained that now that the department has more faculty and courses on the books, they can tailor two programs for different types of students by offering two tracks. He then made a motion to approve both courses. The motion was seconded and carried.

SPED course changes discussed and rationale provided by Dr. Michael Hazelkorn. Dr. Hazelkorn stated that the department is restructuring the Interrelated Special Education program and that the program sheet is going through TEAC for approval at the next meeting. Dr. Hazelkorn explained that the courses are for two and a half curriculum tracks. One track is the general curriculum, another track is an adaptive curriculum and the half track is for those students that come into the program that don’t currently have certification to be able to gain the initial certification and then into the Master’s program. Dr. Clark asked what courses get deleted as a result of all of these course additions and Dr. Hazelkorn responded that it was decided not to delete any courses since there are currently students enrolled in them. Dr. Clark stated that due to SACS requirements, the courses may need to be deleted and also it may be confusing to students for them to be listed in the catalog. After some discussion, it was decided that the course deletions will be submitted to COGS along with the program sheet after TEAC approval. Dr. Hazelkorn stated that the half track is in general curriculum and that you can get initial certification while going for a Master’s Degree but can no longer be admitted to only initial certification. Dr. Hazelkorn said that it isn’t really a half track, rather additional courses that would need to be taken should a student come into the program without having initial certification in Special Education. Dr. Hazelkorn made a motion to approve the SPED course additions and modifications and the motion was seconded and carried.

C. College of Arts & Sciences

Program Modification:
- Nursing MSN Program by Distance Education

Dr. Laurie Ware stated that the Nursing department is requesting permission to offer the Master’s side of nursing courses in the education track and the Post Master’s certificate courses in that area via distance education. Dr. Ware explained the rationale for this modification which is listed in the attached Nursing Program modification request. There is not currently a post Master’s Nursing program online in the state of Georgia. Dr. Clark said that the funding issue is an important one since the Foreign Language department had a program similar to this type of program that was approved but students couldn’t enroll because there was no faculty to teach the courses. He asked about the likelihood of the same situation occurring with the Nursing department. Dr. Ware stated that the Nursing
department has applied for grant money and that there is an initiative through the Board of Regents above and beyond the budget for additional funding specifically for Nursing since there is a shortage in Georgia. Dr. Laurie Ware made a motion to approve the program; the motion was seconded and carried.

**Course Modification:**

**SOCI 5613 The Qualitative Research**

Dr. Dave Jenks said that the faculty member who is teaching the course wants to revise the description to reflect what is actually being taught in the course. Motion made, seconded and carried.

**Announcements:** Dr. Clark said that if committee members are hiring new faculty that they anticipate teaching graduate courses to please forward the required materials to The Graduate School so that they are allowed to teach graduate courses and also to serve on Thesis and Thesis project committees. Please be sure to get their vitas in. Temporary Instructors can be approved but usually only full-time faculty serve on these committees. Temporary Instructors also must have the same kind of credentials as Regular Faculty which means, among other things, an active research agenda.

Dr. Clark also stated that we will talk about the criteria for new GRE at the next meeting since that will require reworking admission requirements for Fall 2008.

Dr. Harry Morgan stated that Elementary Education is listed in the graduate catalog but it needs to be deleted because it is now Early Childhood Education. Dr. Jill Reddish said this has been done for the next catalog.

Catalog changes need to be submitted by March 30th at the latest from the Dean’s Office, so they need to be in by mid-March to the Graduate Office.

The next COGS meeting is on March 14th due to Spring Break.

All program and course additions/deletions/modifications need to be submitted at least one week prior to the COGS meetings so the agenda can be posted. Next Month’s submission is due BEFORE March 7th.

There being no further business, the meeting was adjourned at 2:24pm.

*Respectfully submitted by Kathie McNellis, Secretary to the Dean, The Graduate School.*
COMMITTEE ON GRADUATE STUDIES MINUTES

- February 17, 1999
- March 3, 1999
- April 28, 1999
- July 21, 1999
- October 27, 1999
- November 17, 1999
- December 7, 1999
- February 2, 2000
- March 22, 2000
- April 19, 2000
- July 12, 2000
- October 4, 2000
- November 8, 2000
- February 21, 2001
- April 18, 2001
- July 18, 2001
- October 24, 2001
- November 28, 2001
- February 6, 2002
- April 17, 2002
- July 24, 2002
- September 18, 2002
- October 23, 2002
- November 20, 2002
- January 22, 2003
- February 26, 2003
- March 12, 2003
April 23, 2003
July 16, 2003
October 15, 2003
November 19, 2003
January 28, 2004
February 11, 2004
March 31, 2004
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January 17, 2007
February 21, 2007

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